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## Consultation Workshops

Grangegorman Development Agency

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**Grangegorman**  
**Development Agency**  
Gníomhaireacht Forbartha  
Ghráinseach Ghormáin

**Response Report on how the plans for the Grangegorman Development address the views, concerns and aspirations of the Community as documented in the public consultation process in Autumn 2007**

***May 2008***

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## Introduction

In August 2007 the Grangegorman Development Agency (GDA) issued an open invitation to residents of the Grangegorman Neighbourhood to engage in a programme of public consultation workshops.

The purpose of these workshops was to enable the community, as an important stakeholder in the project, to articulate its aspirations and vision for the future development of Grangegorman. This vision would, in conjunction with the vision of other stakeholders such as DIT and HSE, inform the Master Planning process.

A series of 6 workshops were held by the GDA, facilitated by Nurture Development and Chambers Ireland, and are listed below:

10 September 2007	Workshop 1
17 September 2007	Workshop 2
24 September 2007	Workshop 3
1 October 2007	Workshop 4
15 October 2007	Workshop 5
20 October 2007.	Workshop 6

The purpose of the fifth and sixth workshops held on the 15<sup>th</sup> and 20<sup>th</sup> October was to bring together all of the themes explored in the first four workshops with a view to creating an integrated community vision for the development going forward.



To assist the process the first four workshops focussed on particular themes:

Theme	Workshop
<i>Open Space and Public Areas</i>	Workshop 1
<i>The Campus and the Community (DIT and the Community)</i>	Workshop 2
<i>Linking Grangegorman to the City -Transportation/Links</i>	Workshop 3
<i>Health Facilities</i>	Workshop 3
<i>Grangegorman and the Surrounding Neighbourhoods - Social Inclusion</i>	Workshop 4
<i>Grangegorman and the Surrounding Neighbourhoods -Economic Development</i>	Workshop 4

A feedback report was produced to provide an accurate record of the views and contributions of the community on these themes. Each of the Workshop themes was dealt with in a dedicated section of the feedback report which was distributed to community groups and participants and is available on the website [www.ggda.ie](http://www.ggda.ie).

## Contents of this Document

This Response Report follows the structure of the feedback report and sets out how the GDA together with its master planning team and its strategic advisory team is addressing the issues raised.

## Section 2: Open Spaces and Public Areas

Workshop session: 10 September 2007

This workshop considered a range of questions under the above theme including:

- How can we make open spaces community friendly places?
- How can the public areas best serve the campus and the community?

This workshop identified a range of key issues, concerns and aspirations under the following headings:

1. Access to the Campus
2. Green Space/Open Space
3. Sports and Leisure Facilities
4. Environmental Sustainability
5. Architecture
6. Height/Density
7. Security

The issue of transport was also mentioned with a high level of frequency at the first workshop. The points relating to transport are presented in Section Four of this report.

2.1 Access to the Campus	Responses
There should be open access to the site, pedestrian and otherwise. The development should be designed in such a way as to ensure that it opens up to the surrounding community.	<p>The Master Plan design provides strong links with the immediate community as well as Dublin's greater urban context. Open access is proposed all around the perimeter of the site, at Broadstone Gate, North Circular Road, Upper and Lower Grangegorman, Morning Star Avenue, Fitzwilliam Place North, and Prussia Street via St. Brendan's Gate.</p> <p>In order to achieve the maximum integration with the existing urban grid surrounding the site, as well as the best possible access to the public transport networks, the site will be designed to provide the best possible permeability across its boundaries.</p>

<p>Open access is important so that the campus does not become a 'hallowed' university ground that is cut off from the surrounding neighbourhoods.</p>	<p>The 'Green Fingers Landscape Concept' offers a rich sequence of pedestrian paths for the community to access the development. St. Brendan's Way and the serpentine east-west green path traverse through the site to connect it with the Grand Canal north to Mountjoy, and west toward Phoenix Park. A weaving network of north-south 'landscaped fingers' provide access from North Circular Road through the development to the large sports amenities at the Fields.</p>
<p>The campus boundary should be a welcoming one and should be perforated with access points at numerous locations and the green spaces should be readily accessible to the community.</p>	<p>The Master Plan provides welcoming access points at numerous locations (please see above). The general community will have access to the green spaces, parks and playgrounds.</p>
<p>The site should be opened up so that the various communities located around its perimeter, currently divided by the site and excluded by the boundary wall, can begin to connect and relate to each other.</p>	<p>The Master Plan design reaches out to link the site with the immediate community, as well as Dublin's greater urban context, to create an Urban Quarter that is inviting and connected to the local and larger community. The overall 'Green Fingers Landscape Concept' represents an open 'hand' that reaches out to draw the community into the development.</p>
<p>Bus/car access points should be located along the least densely populated side of the campus i.e. the Broadstone side.</p>	<p>The Master Plan has provision for the location of major bus/car access points toward the Broadstone side.</p> <p>The Master Plan proposes that vehicular access will be available to the site from</p> <ul style="list-style-type: none"> <li>• Grangegorman Road Upper and Lower (existing)</li> <li>• Constitution Hill (via Broadstone site)</li> <li>• North Circular Road ( existing entry plus new entry)</li> <li>• Prussia Street</li> <li>• Morning Star Road</li> <li>• Fitzwilliam Place North</li> </ul> <p>The variety of options for vehicular access does not necessarily entail proposed new vehicular routes through the site. The concept is that all the new accesses will lead to 'traffic cells', at least during busy times.</p>

<p>The heritage of the North Circular Road should be considered and respected when developing the Master Plan. Some of the existing entrances e.g. the entrance on North Circular Road, are under a preservation order: these should be respected.</p>	<p>Conservation is one of the constraints taken into account during the design process. That consideration applies to the design of accesses and transportation links in general.</p> <p>The Master Plan is examining options for the best and most feasible entrance configuration on the North Circular Road (NCR), while considering the heritage and preservation context of this area which includes existing access points and the boundary wall.</p>
<p>Two access points off the North Circular Road would worsen an already congested traffic situation. This is therefore to be avoided.</p>	<p>The feasibility of this access has been assessed and a preliminary design of an option that includes a right-turning lane on North Circular Road has been carried out.</p> <p>The limitations to car parking provision and the particular patterns of usage (HSE will generate low volumes of trips during peak periods) will be reflected in a minimal traffic impact on NCR.</p>
<p>Access from the North Circular Road should only be for pedestrians and cyclists and existing entrances should be used.</p>	<p>A vehicular access off NCR is deemed necessary for the Master Plan as it provides a variety of access points to the site. This strategy has been encouraged by Dublin City Council Roads &amp; Traffic Dept., as it will minimise the traffic impact on the surrounding road network.</p>
<p>The entrance to the campus should be welcoming to the community, well appointed and well located.</p>	<p>The most important public access to the Grangegorman Urban Quarter is envisioned via the proposed future Broadstone Gate, extending directly beyond to Constitution Hill, Phibsborough Road, the Kings Inns and Henrietta Street, and south to the city centre. Envisioned as a grand, welcoming space animated with retail and restaurant components, public access at Broadstone Gate will be reinforced by the new LUAS station in front of Broadstone Terminal.</p> <p>Another main public access route is to the immediate south via Smithfield. Secondary access points are established along Prussia Street on the west side, as well as North Circular Road.</p>

	The major urban path through the site is provided via the east-west St. Brendan's Way, from Broadstone Gate, through the middle of the Grangegorman Quarter, to the West Gate at Prussia Street.
<b>2.2 Green Space/Open Space</b>	<b>Responses</b>
Fifty per cent of the campus should be green space. Buildings should be located at the centre of the development with appropriate density to facilitate the 50% open space principle.	The percentage of green open space in the Master Plan exceeds 50%. The natural heart of the Grangegorman landscape is <i>The Fields</i> , comprising a generous portion of the entire site. This gathering of sports pitches with park like groves of new and existing trees is framed by the Serpentine sequence of student residence halls at its northern edge and by the historic wall to the south.
Green space is limited in the Grangegorman area and the campus should increase the green space available to the children, schools and residents of the area. There should be large open spaces which provide facilities for the young people of the area.	The Master Plan provides a rich hierarchy of open space at various scales, including a Cultural Garden at the old buildings, parkland sports pitches, a large children's playground, a series of public green spaces along the 'green landscape fingers' of the Grangegorman Urban Quarter, a jogging route, incidental children's play spaces and small areas of multi-purpose sports spaces.
Rooftops should be designed so as to maximise available space on the site. Green roofs would augment the feeling of space and could cater for facilities such as cafes and meeting places while also providing space for facilities that require artificial surfaces such as AstroTurf.	The Master Plan will consider the use of green roofs and roof-level cafes and meeting places where possible and feasible, especially on top of the serpentine student residential buildings.
There is an opportunity to have green parks, sensory parks and orbit parks. These should be located around the perimeter of the campus near the entrances while also being linked together.	<p>The primary sequences of St. Brendan's Way and Serpentine Walk feature discrete places, terraces, and gardens, each with its own individual character. These are connected to smaller 'landscape fingers' characterized by sequences of dense groups of trees, which are situated randomly.</p> <p>Access to the parkland pitches and children's playgrounds will be easily made at Grangegorman Road and also via Prussia St.</p>
The perimeter of the site should be developed as a permeable membrane where people are pulled into the site by lots of interesting spaces that have multiple functions and features, such as gardens and	An array of playgrounds for children and teenagers is provided throughout the Grangegorman Urban Quarter. A community playground is located near the old Church of Ireland building. Play

different types of play areas that accommodate varying levels of interest, facilitating very young children right up to teenagers.	spaces are provided in the 'woodland' areas of the Fields, and an exercise trail/jogging path around the Fields, as well as in pocket parks in the other areas of the district. Play equipment for kids of different ages will vary in character - from natural to more modern in character. In addition, other play spaces are planned near and adjacent to circulation paths, arrayed in various locations around the DIT and HSE areas. Sculpture, landscape furniture landscape design, play equipment, fountains will be creatively integrated in the playgrounds.
A good example of the use of green space is the linear park at the Grand Canal. It has mixed facilities such as a sports area, children's playground. It is used by the community because it is accessible.	The Master Planners have considered appropriate precedents of similar open spaces existing in the surrounding area and have met with Dublin City Council's Parks Department in this regard.
School gardens which are used to teach children should be provided. Such gardens should be located near the school and the library. These gardens and play areas should be linked to encourage movement around the site, so that people are drawn in to visit these spaces due to their clever design and qualities.	<p>The configuration of the primary school ensures a safe and secure site, while generous play areas and sports fields around the school strengthen links to other sports fields and green spaces in the Grangegorman district. There will be different types of play spaces, from small play areas/stations in the 'green fingers' and pedestrian zones, to large multi-use playgrounds in the park/ woodlands and at the primary school. Due to the age groups of the children at the school, there will be different kinds of equipment and furniture. The design will depend on the locations of the playgrounds throughout the Grangegorman site. For example, the equipment and furniture will be artificial at the primary school, and almost natural in the park. To reinforce the drainage and attenuation system of rainwater, and enhance the understanding of a living ecological site, play spaces featuring water may also be provided.</p> <p>Accessibility to the play spaces is ensured through openings in the boundary wall. A range of play spaces are envisioned, including suitable play spaces for local children as well as integrated play spaces for disabled children.</p>
The development should include a lot of trees, pleasant walk ways, glass buildings to reflect some of the historical buildings already onsite, in a way that is sympathetic to the existing site.	The district network of green boulevards and courtyard gardens forms a continuation of the main landscape elements of its greater North Dublin neighbourhood, such as Blessington Street park, linking the

	<p>new Quarter development with its context. The primary sequences of St. Brendan's Way and Serpentine Walk feature discrete places, terraces, and gardens, each with its own individual character. These are connected to smaller 'landscape fingers' characterized by sequences of dense groups of trees, which are situated randomly. The Master Plan strives to create a design that is sensitive to the existing buildings, landscape features.</p> <p>The 'green fingers' have a high ecological value. They provide a connection from the feeding route - North Circular Road - into the site. The plants consist of native species (especially shrub berries and other feeding plants for song birds). The 'green fingers' incorporate the main pedestrian access routes in the District, with small play spaces and play stations arrayed throughout. Various kinds of seating areas to meet and to contemplate will also be arranged. The 'green finger' to the west provides access to two major urban plazas - Library Square and Upper Terrace - and is defined by formal tree plantings. The 'green fingers' to the east are provided with permeable surfaces and a more linear garden-like expression. Selected places with artificial water features will be incorporated to invite pedestrians to sit down and relax.</p> <p>The Master Plan is in the process of establishing guidelines for the future buildings. One of the main goals is to provide a sympathetic and sensitive relationship to the historical and natural conditions of the site.</p>
Car parks, if there are any, should be underground, thereby using open spaces/green spaces to accommodate people as opposed to cars.	The Master Plan provides for underground car parks for the district. During the long phase of construction space will be temporarily available on the site for surface car parking pending the construction of underground facilities.
There should be water features on the campus. Some people proposed one large feature while others suggested several smaller ones.	The Master Plan provides a drainage system and retention spaces for rainwater/surface water. This system allows the water to circulate in a visible drainage network as a 'living system.' The water will be collected in swales (grassed depressions) and flows from the north-

	<p>west in these visible swales through the green fingers to the Ha-Ha. After heavy rainfall, a water cascade will descend down into the retention canal of the Ha-Ha, and then flow through small cascades to the water garden in the south-east. The attenuation basin in the Ha-Ha will collect most of the accrued water of the site. On the side of the Ha-Ha facing the buildings, a hard landscape edge will be designed.</p> <p>On the side facing the Fields, an almost natural appearance will be created, and planted with native species due to ecological requirements. A soft slope will provide connection to the sports pitches. Water elements will also be incorporated into the play spaces for children as an educational feature of the overall ecological strategy for the project.</p>
<p>The campus should be like Central Park, with its various amenities available to all. The campus should be designed to encourage physical activity, including walking and cycling. An active environment will require less policing.</p>	<p>A series of lively social gathering spaces are planned throughout the site. Major public gathering spaces include the Meeting Square adjacent to the new DCC library, DIT's Upper Terrace (the Quarter's %academic &amp; health heart+), the Brendan Behan Art Centre (the %social heart+ of the district), and The Fields.</p> <p>Secondary gathering spaces are attached to the main pedestrian path from the north east along the canal, through Broadstone Gate, and connecting to Prussia Street to the west.</p> <p>Running and cycling paths entwine around the edges, linking the complementary qualities of sports fields, sheltering groves of trees, and distant views.</p>
<b>2.3 Sports and Leisure Facilities</b>	<b>Responses</b>
<p>The facilities provided should cater for every age group, with a cradle to the grave principle built into every building, amenity, facility and programme on site. The Master Plan provides for sporting and leisure facilities.</p>	<p>Extensive sports and leisure facilities are being planned for within the Master Plan.</p>



Facilities should be open from 6.00 a.m. to 12.00 p.m., as 9.00 to 5.00 opening hours will mean limited access for local residents. How sporting and leisure facilities will be operated remains to be determined.	The precise manner in which sporting and leisure facilities will be operated is being examined.
The proposal that Dublin City Council (DCC) locate a library on site was welcomed. It was further noted that state of the art computer facilities should be available in the library.	The Master Plan provides for a public library. All Dublin City Council libraries provide modern ICT facilities.
Community access to the campus should be prioritised so that local residents can avail of facilities such as libraries, lecture halls, sports facilities etc.	DIT has stated on many occasions that they will facilitate access to their facilities. That principle will guide the management of their facilities which will also take into account the operation of their core educational activities. The planned operation of campus facilities will be developed over the coming years by DIT.
It is important that the community can avail of the facilities on campus at little or no cost.	The exact operation of campus facilities remains to be determined. Existing relevant models of operation in the city will be examined.
The sport facilities provided should cater for multiple sports. They should build on some of the assets in the area such as bowling clubs, pitch and putt facilities etc.	The Master Plan provides for many field sports (e.g. Gaelic football, hurling, soccer, rugby, hockey, cricket), tennis and basketball.  Indoor sports facilities including a swimming pool will allow a wide range of indoor sports and training.
Some of the facilities that should be provided include: <ul style="list-style-type: none"> <li>- Swimming pool</li> <li>- Sports facilities</li> <li>- Theatre/performance centre</li> <li>- Ice rink with viewing station</li> <li>- Running track around the site</li> <li>- Skateboard park for teenagers</li> <li>- Basketball/tennis courts.</li> </ul>	The Master Plan provides for <ul style="list-style-type: none"> <li>- A 25m swimming pool.</li> <li>- Indoor sports facilities and playing fields</li> <li>- A centre for the visual performance and media arts</li> <li>- There is at present no ice rink planned for the campus</li> <li>- A Jogging loop is planned</li> <li>- Not planned</li> <li>- Basketball and tennis courts.</li> </ul>
The primary school, library and playground should be located near each other.	The Master Plan provides reasonable proximity between the library, primary school and playgrounds, along the proposed east-west road (Maureen Potter Road). Also the school will have its own playground.

There should be meeting facilities for local groups.	<p>DIT is committed to providing access where possible to local community groups.</p> <p>In addition Dublin City Council library will have meeting room space that they will administer for local groups.</p>
A community centre should be situated on campus as opposed to off campus. It was felt that this would create an important link with the community and the site itself. It was acknowledged that it may need to be modified in terms of its activities and hours from the 'conventional' community centre to accommodate its different users and communities. However this could well enhance the benefits accruing to the community as opposed to reducing its usefulness, e.g. college students could use the centre for meetings while also volunteering to assist youth clubs.	<p>DIT is committed to providing access to lecture rooms/meeting rooms/performance spaces where possible to local community groups for meetings.</p> <p>A day care facility space for the elderly is planned within the HSE facilities.</p> <p>Dublin City Council library will have meeting space within its library space.</p>
<b>2.4 Architecture</b>	<b>Responses</b>
The architecture should complement and respect the building heritage on the site and in the area. Some felt that there should be cutting edge, iconic contemporary architecture on the site, while still embracing and enhancing the traditional buildings.	<p>The Master Plan is beginning to prepare architectural guidelines for the Grangegorman Development Agency to use while developing the site. The Master Plan envisions a contemporary fabric of modular, sustainable and durable structures that age well, with great attention to the quality of exterior and interior systems.</p> <p>While the Master Plan should encourage a diversity of architecture, guidelines could call for an inventive use of a set of related systems and materials, giving the Quarter both visual harmony and long-term serviceability. Please note that buildings are not being designed during the master planning Stage.</p>
<b>2.5 Environmental Sustainability</b>	<b>Responses</b>
The campus should be developed in a manner that is environmentally sustainable, using technologies such as solar power with excess power exported to the community.	The Master Plan will utilise contemporary green building practice.
The wildlife (flora and fauna) currently on the site should be protected.	The Master Plan design has and will continue to take this element into consideration.

Existing biodiversity, including rivers, wildlife and healthy mature trees, should be respected and where possible, retained.	The Master Plan design has and will continue to take this element into consideration. Due to biodiversity issues, there will be protected areas in the south part of the Grangegorman site and at the church of Ireland. These areas will be planted with native species. The planting concept will work with species which are suitable to the local climate and ground conditions. The aim is to protect the site from the prevailing south-west winds. The woodland areas and especially the protected areas will provide the opportunity to demonstrate the synergy and positive connection between urban life and ecological elements.
The use of alternative energy should be promoted. A start could be made by saying no to cars.	A wide range of renewable energies have been considered including sun, wind, geothermal, and bio-fuels. The Master Plan will facilitate a flexible energy strategy for the long term.  The Master Plan controls vehicular access.
There are concerns as to whether or not the campus will have the capacity to provide for all stakeholders. There should be an agreement on percentage use between the HSE and DIT.	The campus extends to 73 acres and it is envisaged that DIT will occupy in the region of 65 acres with the balance being retained for Health facilities, primary school and other facilities.
There should be a focus on alternative energy sources and any excess production should be exported to the community.	Renewable energies have been considered. The energy strategy for the Master Plan is future-proofed so that the development may become eventually a zero carbon development and possibly a negative carbon development by exporting green energy to the future Broadstone development or existing surrounding new developments. The whole Master Plan has been designed for change so that it may be easily adapted to meeting changing needs and requirements in the future.
<b>2.6 Height/Density</b>	<b>Responses</b>
The height of the building must be acceptable to the local community. Some suggested limiting the development to a height of 6 storeys.	The Master Plan is considering the optimal heights for all buildings. The format of buildings, and the layout of district spaces they frame, emphasizes a modular flexibility of uses.

Some suggested low-rise only while others expressed the view that appropriately located higher-rise would free up available green space.	The Master Plan is in the process of considering the optimal heights for all buildings and also is designed so as to maximize open space for the Grangegorman Urban Quarter.
The upper house and lower house are areas of the site well known to many locals. It was suggested that perhaps the higher portion of the development should be placed in the 'lower house' area of the site, as there are very few houses proximate to that area.	<p>The Master Plan is in the process of considering the optimal heights for all buildings to create the most beneficial density and volumetric massing for the district.</p> <p>Part of this consideration is the location and height of existing buildings in the area and adjacent residential housing.</p>
<b>2.7 Security</b>	<b>Responses</b>
The security of the site is a major concern for local residents and should therefore be prioritised. The Gardai should be involved in the planning from the outset. With this in mind, it was noted that the Gardai have a specialist unit well placed to security proof all plans, and these services should be built into the master plan.	<p>The Master Planning Team will meet with the Gardai to review the scheme.</p> <p>DIT views campus security as a priority for students, staff and visitors to its facilities and fully supports the inclusion of Garda in planning security measures.</p>
Security should be enhanced through good design as well as being provided on the campus on completion.	<p>The Master Plan optimizes the potential for providing passive security measures wherever possible, by incorporating program elements and design features that can allow 24/7 use by pedestrians, bus or car users. The proposed Maureen Potter Road will accommodate limited service access during the day, with possible public vehicular access in the evening in order to provide potential for surveillance and 'eyes' in the district. Certain areas will have gates for controlling access eg. Fingal Place.</p> <p>Limited vehicular and service access is proposed on St. Brendan's Way, utilizing the concept of 'shared surfaces' to prioritize pedestrian access by separating uses and providing safety for pedestrians. Residential student housing is spread along St. Brendan's Way, and not segregated in one area, promoting and ensuring around-the-clock activity.</p>

<p>The design of the public realm is extremely important and as such, it should communicate a felt sense of being policed and well managed as a public space. It should therefore be well lit, overlooked and secure.</p>	<p>To enhance the pedestrian realm, the Master Plan reasserts the continuity of the Grangegorman district. The east/west division of the site by the Grangegorman Upper and Lower Road is mediated by carrying a principal pedestrian sequence - St. Brendan's Way - across and over the existing roadway. This broad crossing also serves to closely unite existing listed buildings into a central village of academic and student life.</p> <p>St. Brendan's Way crosses the entire Quarter, giving public and student access to a series of academic and cultural centres, and is continuously activated by amenities and social spaces. All these public spaces are intended to be well lit in the evening, while the vibrant mix of academic, retail and cultural activities for day and night uses maximizes potential for passive security.</p>
<p>There should be pockets of well used facilities surrounding public areas -not just one big park but lots of pocket parks that are overlooked and controlled by campus police or community police.</p>	<p>The main east-west passages in the Grangegorman Quarter are crossed and extended by landscaped, north-south oriented 'green' streets and sequences of courts, forming a loose, continuous grid of communication in the Quarter.</p> <p>Smaller meandering paths move at mid-block/mid-court intervals to trace intimate connections between outdoor rooms and gardens.</p>
<p>Authorities need to take a strong position on anti-social behaviour on the campus from the outset, putting the safety of local residents above all else.</p>	<p>DIT and HSE views safety as a priority for students, patients, staff and visitors to their facilities.</p>
<p>The increase in population as a result of the new campus may increase the risk of anti-social behaviour and this should be addressed in a planned way. By ensuring a strategy for anti social behaviour is in place in advance of opening the facility, the possibility of preventing problems before they occur is increased. A review of security strategies on other campuses (national and international) was requested.</p>	<p>DIT fully supports a policy of tackling anti . social behaviour on and off campus as a priority for all.</p> <p>The policing model developed at DCU for their campus provides a good source of practical experience that will aid the development of appropriate practices at Grangegorman.</p>
<p>There are already serious concerns about drugs in the area. Unfortunately, third level colleges are often associated with drugs and therefore it is recommended that plans be put in place to tackle this possible problem. Substance abuse courses might be useful too.</p>	<p>DIT operates a comprehensive student support programme and the DIT Students Union is very active in creating an appropriate quality of student life.</p>

## Section Three: The Campus and the Community

Workshop session: 17 September 2007

This workshop on the Campus and the Community considered a range of questions including:

- What should we do to make the campus a place where residents can learn, play, relax and enjoy the new facilities?

A range of key concerns and aspirations were identified under the following headings:

1. Literacy Support
2. Lifelong Learning and Educational Access
3. Supporting Local Schools
4. DIT Expertise in Research for Community Audits
5. Community Gain
6. Other Issues

3.1 Literacy Support	Responses
Literacy is a major issue in the Grangegorman Neighbourhood (See 2005 Act for definition of this area). Therefore, focused interventions are required if it is to be improved. Many were of the view that DIT would be the ideal delivery agent of change in this regard. By way of starting, it was suggested that an audit of literacy needs be undertaken in the area with a view to defining the actual extent of the challenge and the necessary solution pathways. Following the audit, a plan should be put in place to ensure that literacy levels increase dramatically in the area over the next decade.	DIT is committed to enhancing its community links activity to promote access to and participation in higher education.  Currently, DIT through its community links programme is actively engaged within Dublin City in promoting access to higher education.  Literacy needs need intervention at very early stages at primary school level and also at secondary school and this is principally a matter for the Department of Education and Science
The research should be both quantitative and qualitative.	DIT is willing to cooperate in such initiatives.
Westland Berkandshire, Scotland, where functional illiteracy levels were reduced from 26% to 6%, would serve as an excellent model.	DIT is committed to reviewing best practice care studies.
More broadly it was suggested that a 10 year programme to counter social problems be developed, and that that plan contain very tangible and measurable objectives going forward.	DIT is willing to co-operate in such programmes.

3.2 Life Long Learning and Community Access to Educational Opportunity at DIT	
3.2.1 Educational Opportunity	Responses
It was noted that DIT makes a major contribution to many areas but particularly to this area (Grangegorman Neighbourhood) and has done so since 1997. It runs programmes in schools and communities that encourage people into the college in the first instance, and thereafter progression routes are created on an individual basis. This access strategy for communities with lower levels of educational attainment than average is valued and should be built upon.	DIT is committed to building on its access programmes and overall community links strategy.
There needs to be tangible evidence of the social mobility (social inclusion) of the entire neighbourhood. Social mobility can be enhanced through access to DIT. This should include a widespread awareness of the courses; the creation of a welcoming environment not just on the campus but in the minds of residents and effortless physical access to the site. Moreover, access to all programmes and facilities should be free.	DIT is committed to promoting social mobility and to providing a welcoming environment for all.
There was general consensus that the principle of cradle to grave education is hugely important. There is a need for early access programmes for young people, and older people who have a lot to contribute should also be targeted.	DIT is committed to promoting access to higher education for all category of students
Adults who did not complete their education should be given the opportunity to do so. Evening classes and Saturday classes may be required for this group to facilitate access.	DIT is Ireland's largest provider of part-time education with much of this activity taking place in evenings and on weekends.
It was acknowledged that Government funding may be required to support DIT in its work so that it can offer courses and programmes that are not revenue generating.	DIT would welcome such support.
Apprenticeships are considered an important part of DIT's brief and should be retained.	DIT is committed to accommodating nearly 3,000 apprentices on the new campus.
The college, in making its facilities available, should aim to support educational efforts in the wider community i.e. through tuition support at secondary schools and particularly with Early School Leavers. It is recognised that DIT cannot do everything, that said it will be in a strong position to provide facilities and much needed resources to help the community support its educational life.	DIT currently has extensive outreach supports to primary and secondary schools through community links.



The Government also has responsibilities in relation to education that are not within the remit of DIT. However, the community has requested programmes that provide life long learning opportunities given DIT's focus on adult education and occupational learning. This principle should apply to existing residents and new residents coming into the area alike.	DIT is committed to promoting life-long learning
It is critical that work is done with parents if there is to be any progress in educating vulnerable young people. With this in mind, there should be a range of programmes and facilities to help adults and parents actively engage with their families and communities, e.g. extra mural courses for adult: media studies, drama, healthy eating :on a budget, cookery classes, ballroom dancing.	DIT currently provides for a wide range of such programmes
<b>3.2.2 Access to Educational Programmes</b>	<b>Responses</b>
Two themes were recurring throughout the second evening: information and access. It was felt that these two themes are interconnected in that information is access to knowledge, if you don't know what's on offer you won't go in the first place. It was noted that if there are other blocks to access, they should be identified and proactively removed.	DIT is committed to promoting access and participation to higher education.
The principle of access applies not just to the courses on site but also to the site itself and the facilities on site.	The Master Plan seeks to open the site and facilities up as much as possible to the community.
The importance of the principle of outreach to schools, youth groups and community and voluntary groups was also emphasised.	DIT has many existing examples of such outreach activities.
The campus should provide facilities for pre-schoolers, school-going children and youth, right up to older people.	DIT is committed to promoting access and participation in Higher Education. However it is not a provider of pre-school, primary or secondary education.
Parents should be facilitated to attend night classes through the provision of a night-time crèche. Operational aspects remain to be determined.	DIT will operate a small crèche on site for students of DIT and, if space is available, for staff of DIT.
The hours of opening should be extensive, particularly for the extra curricular activities to ensure that people will be able to participate.	DIT is committed to broadening opening hours and access to its facilities.
<b>3.3 Supporting Local Schools</b>	<b>Responses</b>
DIT should be seen as a resource for local schools such as St. Paul's CBS which for example has little or no green space.	DIT currently is engaged with each primary school in Dublin's Inner City through its Community Links programme.



There could be significant input in to the music programmes in local schools through DIT's school of music.	DIT will review this matter and would expect that its location in Grangegorman will trigger links with the local primary schools.
Having HSE and DIT on site opens the opportunity for a one-stop shop of services to the wider community e.g. psychological services for local schools. It was felt that a real synergy could be cultivated between the campus and the work of local schools, matching up the asset of the campus with the needs of local pupils.	<p>The HSE's community and social care health centre will allow for a co-ordinated one stop local health shop.</p> <p>Co-location of HSE and DIT on site will allow opportunities to be explored e.g. health promotions and psychology services provided by NEPS.</p>
Scholarships should be made available to the local community so as to ensure that young people in the local community have a real opportunity to access third level education. This should be supported from an early stage in the education system through homework clubs, breakfast clubs etc.	Each year DIT makes available additional funding for economically, disadvantaged students through its Access Program
The link between secondary schools and the campus was emphasised with great importance placed on developing outreach programmes, and engaging with transition year students, so that the college will not be an alien environment to students who have not yet been to third level.	DIT is currently engaged with each secondary school in Dublin's Inner City through its community links program
The opportunity for summer camps as another means of positively engaging young people was put forward.	DIT currently assists in such initiatives and would anticipate that the new amenities at Grangegorman would allow for new local initiatives.
<b>3.4 DIT Expertise in Research for Community Audits</b>	<b>Responses</b>
<p>An audit of the entire area should be carried out by DIT looking at:</p> <ul style="list-style-type: none"> <li>• Transport</li> <li>• Literacy</li> <li>• Accommodation</li> <li>• Childcare</li> <li>• Parking</li> <li>• Health care</li> <li>• Primary and secondary education (early school leaving etc)</li> <li>• Policing, community safety</li> </ul>	<p>The Master Plan and Strategic Plan and subsequent environmental assessments will address matters such as transport, parking, and safety.</p> <p>The DIT, HSE, GDA, CDVEC, FAS &amp; NWICN are currently embarking on an employment and training needs study for the Grangegorman area. The primary objective of this study is to determine where interventions can be made to assist in creating employment opportunities from the new development.</p>
A concrete plan should be developed to improve services in each of these areas and to eliminate or seriously reduce problems where they exist over a 10 year period.	DIT is committed to address strategic objectives for higher education as specified by the N.D.P. 2007-13.

3.5 Community Gain	Responses
<p>The community can learn from other Irish and international projects. Regeneration projects such as St. Teresa's Gardens could provide information on community gain.</p>	<p>The Grangegorman project is unique in that the DIT/HSE facilities planned are for health and education use thereby embodying community gain in the core of the development.</p> <p>A local primary school, public library, sports facilities, playgrounds, park spaces all provide additional community gain.</p>
3.5.1 Access to Facilities	Responses
<p>As a given, the Community should have access to all sports, cultural and leisure facilities. These facilities should be used to facilitate integration between the community groups, HSE and DIT staff and students through the provision of sports facilities that cater to both sexes and activities that are cross generational and multi-cultural.</p>	<p>DIT is committed to the principle of providing access to its facilities to local community groups within a framework where its priority remit is that of satisfactorily fulfilling its 3<sup>rd</sup> level education role. Many opportunities will exist to programme in community access.</p>
<p>The community should have access to campus coffee shops and other facilities including creches. Parents should have an open invitation to such facilities and should be encouraged through various engagement initiatives to become involved.</p>	<p>Many retail activities will be on circulation routes and will be available to all.</p> <p>There is no provision for a creche other than for registered students and staff.</p>
<p>A swimming pool should be provided and the community's access to the pool should be guaranteed.</p>	<p>A swimming pool is provided for in the Master Plan and while its operation is not yet determined the principle will be that DIT will facilitate community access. DIT's experience with its Kevin St. facility provides an example of good practice.</p>
<p>The college should provide meeting rooms for community groups, clubs and associations.</p>	<p>Where possible DIT is committed to facilitating community groups.</p>
<p>There should be office facilities available to home workers in the local community which could be shared with the students in DIT.</p>	<p>This provision is not planned.</p>
<p>A local café which uses produce grown on the campus by the local community would provide a place where neighbours can meet.</p>	<p>While there will be small cafes, local campus produce is not provided for.</p>
<p>It was suggested that the campus should be open to tourists and that there be a heritage centre and some craft shops to promote tourism in this already important tourism area.</p>	<p>DIT holds Ireland's largest centre for tourism education and it is envisaged that the campus will become a destination in its own right.</p>
3.5.2 Programmes and Supports for the Community	Responses
<p>There was a strong desire that DIT would actively seek to give something back to the community off campus, such as district heating</p>	<p>DIT will have a large Applied Arts faculty on site and opportunities for local links will be explored and developed.</p>

for the area, street furniture, lighting and other precinct improvements. The arts should feature on the campus and on the site in general-DIT should take a lead in this regard.	DIT does not have a role in off-campus infrastructure and it would not be in compliance with its statutory responsibility.
The arts should feature on the campus and on the site in general-DIT should take a lead in this regard.	DIT is committed to arts & cultural development and currently DIT is Ireland's largest provider of music education.
It was suggested that DIT can start helping the community with their expertise now rather than waiting until they are on site in Grangegorman e.g. by providing legal, architectural, and engineering expertise.	DIT is open to developing early outreach links with the community in the area.
DIT can help the local community and voluntary sector in addressing early school leaving, literacy difficulties, teenage pregnancy, substance misuse etc now, by providing outreach supports that go to the heart of the community and the heart of its social problems.	DIT currently engages in a very significant community links programme.
A concern was expressed around the care of the elderly in particular, and that the development presents an opportunity to combine services, amenities, and facilities for the older and the younger people on campus.	The HSE development on the site allows for significant facilities for the elderly.  On the education side, DIT students range in age from 8 years to 80 years of age.
Courses and programmes on nutrition and health eating should be linked in with the growing of food in school gardens, allotments and therapeutic horticulture for HSE clients.	DIT is open to exploring new course areas.
Building a culture of care for older and younger residents and the needy was considered as hugely important, and was an aspiration that was once again strongly aired under the theme of social inclusion (see Section Six).	The HSE facilities for the elderly along with their services for children and families will provide a very wide range of services for all in the local community..
It was felt that the college will be well placed to provide therapeutic supports in conjunction with the HSE, e.g. meditation.	HSE services will provide arrange of therapeutic services on site.
<b>3.6 Other issues</b>	<b>Responses</b>
Discussion took place around the ratio of HSE to DIT space on the new integrated development site. One group noted that it was their understanding that a 60:40 ratio in favour of Dublin Institute of Technology (DIT) has been agreed in principle. The group went on to	The campus extends to 73 acres and it is envisaged that DIT will occupy in the region of 65 acres with the balance being retained for Health facilities, primary school and other facilities.

note that they hope this ratio will apply and that the two institutions will work closely together, since it was felt that potentially there could be a high degree of synergy between these two stakeholders, which would ultimately benefit the community as a fellow stakeholder.	DIT & HSE are committed to working in partnership to obtain the optimum level of synergy from this development.
Research and development should commence as soon as possible on the part of DIT who could bring their expertise to community based research, the provision of support groups and relevant courses and programmes.	DIT is committed to community links and to exploiting the potential of research
The suggestion was made that the number of students should be capped so as to avoid overpopulating the area and also to ensure that the HSE retain adequate space for their services.	<p>The projected <b>full time</b> student population for the new campus is 12,500 students.</p> <p>The Master Plan will provide HSE with adequate space for its services and will allow for HSE expansion of services.</p>

## Section Four: Linking Grangegorman to the City

Workshop session: 24 September 2007

This part of the workshop broadly considered how we can ensure that the development opens up the site and links well with the city.

The workshop identified a range of key concerns and aspirations under the following headings:

- 1 Broadstone Depot
- 2 Public Transport
- 3 Car Free Campus
- 4 Traffic Management

4.1 Broadstone Depot	Responses
It was expressed in the strongest terms that the relationship between the campus and Broadstone is critical to the discussion on transport. The absence of information regarding Broadstone seriously impedes the community's ability to speak meaningfully about transport. The plans for Broadstone will have a significant impact on the Grangegorman site and on the area and should be brought forward as a matter of urgency.	<p>The Master Plan is currently considering all possible options for the Broadstone site, with input and feedback from the relevant bodies (CIE, RPA, LUAS, DCC).</p> <p>The need to work together with CIE, and Dublin Bus and Bus Eireann, in relation to the impact on their sites has been at forefront of the Master Planning process. The Master Plan proposes a significant access for pedestrians, public transport and vehicles off Constitution Hill, via Broadstone. This access is being designed in a phased manner in order to fit in with the various possible scenarios for the Broadstone development, as well as possible Luas alignment options.</p>
The GDA should anticipate future integration with Broadstone and plan accordingly.	The Master Plan is currently considering all possible options, with input and feedback from the relevant bodies (CIE, RPA, LUAS, DCC).
As a starting point, the disused railway line in Broadstone should be used.	The disused railway line between the Maynooth Line and Broadstone is planned to be used to accommodate Line D of the Luas network, which will connect Line BX (St. Stephen's Green to Parnell Square) to the Maynooth/Sligo line at Broombridge.

Clarity should be sought on the RPA and CIE plans for the Broadstone site, since some felt that they appear to be conflicting. Specifically many of those in attendance wanted to know whether it is rail or Luas going into Broadstone. Some considered that the RPA and CIE should be in attendance to answer questions.	The Minister for Transport has instructed that the Luas line shall go to Broadstone.
It was strongly recommended that the boundaries of the development should be extended to include Broadstone which would allow for transport to be fully incorporated into the plans for the campus.	The Master Plan will address the Broadstone site and the proposed Luas line.
<b>4.2 Public Transport</b>	<b>Responses</b>
It was generally felt that transport is one of the biggest issues in relation to the Grangegorman development.	<p>Transport is an important issue.</p> <p>The Master Plan takes full advantage of its proximity to Dublin City Centre, where transport networks already provide high levels of service. The main aim of the Master Plan is to enable the seamless connection to the existing and future transportation networks. The emphasis is therefore on the design of quality linkages from the site to the established city grid.</p> <p>Important transport improvements with regards to Grangegorman will be the extension of the Luas network from the City Centre to the Maynooth Line, which will include stations in close vicinity of the site, and the new Metro North which will have stations at Parnell Square and the Mater Hospital..</p>
Key transport infrastructure projects need to be completed in advance of the construction phase of the development and prior to sizeable numbers of people being brought into the area e.g. extension of the LUAS line. Adamstown was cited as the right approach and a similar approach is recommended for the Grangegorman site.	<p>The Master Plan capitalizes on the planned Luas BX line, which will connect the City Centre with the Maynooth rail line, and is likely to include a stop opposite Broadstone and another closer to North Circular Road, both of which will serve Grangegorman. The new Luas line will enable a connection to most of the Dublin-wide transport networks, including other Luas lines, suburban rail and QBC networks.</p> <p>Metro North stations at Parnell Square and the Mater will provide access to a high capacity public transport line.</p> <p>The Master Plan will allow for easy pedestrian connections to the existing bus network, which already serves the periphery of the site</p>

	<p>with considerable levels of service. The conjunction of existing and future bus provision with the new Luas line, will create the conditions for the eastern access (via Broadstone) to become the main Gateway to the district.</p> <p>Car access will be limited to encourage the use of sustainable transport modes.</p> <p>The Master Plan is also proposing the delivery of a bus terminating facility in or adjacent to the campus boundary at Broadstone, which will enable increased bus frequencies and variety of direct destinations. Dublin Bus also will examine the operation of new customised bus services.</p>
<p>The Luas is a popular service that is currently under pressure. There are concerns about the impact that the population influx will have on this service and questions as to what plans, if any, are in place to extend the service. It was suggested that if no plans are in place, they should be developed.</p>	<p>The capacity of the Luas line to Tallaght is being increased by the purchase of longer tram carriages.</p> <p>The Master Plan capitalizes fully on the establishment of the new LUAS BX line on its eastern edge, bordering the Broadstone site.</p> <p>Plans for the extension of line D towards Finglas and possibly to the Abbotstown area would enable interchanging with Metro West.</p>
<p>The possibility of recommissioning the freight line that runs under the Phoenix Park was suggested.</p>	<p>Irish Rail is the party responsible for rail development and has set out its development strategy for the Dublin region which is incorporated in Transport 21.</p>
<b>4.3 Car Free Campus</b>	<b>Responses</b>
<p>Consideration should be given to having a car free campus but not at the expense of local residents if it meant that cars are parked in the surrounding residential areas instead.</p>	<p>No decision has been taken but it is envisaged that the carparking will be pay for use.</p> <p>The movement network is designed in a manner which prioritises pedestrians over motorised traffic. However, accessibility for cars, service vehicles, etc, will mean that, at a number of points within the site and times of the day, these will be in conflict with pedestrians.</p>

	<p>The inevitable conflict between pedestrians and vehicular traffic will be mitigated at key locations by traffic calming measures that may range from junction treatment to the overall design of the link. It is desirable that traffic calming forms part of the Master Planning design, rather than being retro-fitted after construction.</p> <p>The Master Plan is proposing a level of car parking provision that will be sufficient to avoid indiscriminate car parking throughout the adjacent residential neighbourhoods.</p>
Underground parking should be provided and the campus should provide alternative transport means on site such as an electric bus service circling around the site, providing transport to health facilities and also delivering to buildings, thereby reducing the numbers of trucks and vans.	<p>The Master Plan provides underground car parking.</p> <p>The majority of car parking will be provided underground, although some on-street car parking will be provided at suitable locations. During the construction phases some surface parking within the site will be provided in advance of underground facilities.</p> <p>The site is not large enough to justify an internal shuttle system, but sustainable solutions for deliveries are still being considered.</p>
<b>4.4 Traffic Management</b>	<b>Responses</b>
The issue of access to the campus during construction and on completion of the campus was raised.	<p>The GGDA will develop an operational policy to manage construction traffic and will liaise with the community on this matter.</p> <p>The phased construction of the remaining campus will determine the manner in which access to the completed phases will be organised. Point 2.1 and 4.3 address the question of access to the campus when completed.</p>
The area is already very congested and some roads such as the North Circular Road (NCR) are already reaching gridlock under the pressure of current traffic flow.	The focus of the Master Plan is on the encouragement of sustainable modes of transport. The limited car parking provision and the travel patterns characteristic of uses such as university and health will be reflected in levels of traffic that can be accommodated within the existing road network capacity.



<p>The starting times of classes should be staggered so as to relieve traffic congestion.</p>	<p>Typical university travel patterns usually complement well the normal city-wide travel patterns. However, if deemed necessary, measures such as altering lecture schedules can be implemented.</p> <p>In any event DIT is committed to creating on campus accommodation for up to 2,000 bed spaces and to promote public transport.</p>
<p>Public transport should be prioritised along with cycle paths from Broadstone, Prussia Street etc.</p>	<p>The Master Plan's transportation strategy emphasizes sustainable modes of transport such as walking, cycling and public transport.</p> <p>The district can be easily traversed in a 15-minute walk. Public transport provision will be optimized to minimize the impact of cars on the campus. Green Boulevards dominate the internal Quarter circulation and are designed to allow articulated paths for both pedestrians and cyclists, which will provide quality circulation environments in all seasons.</p> <p>Provision for and access to public transport is one of the main elements of the Master Plan.</p> <p>Cycle access is being looked at in the context of the overall connectivity to the wider Dublin area. Within the campus, the road network is being designed with a focus on shared use and traffic calming. Therefore it is not envisaged that a dedicated cycle infrastructure needs to be provided.</p>
<p>A traffic impact assessment of the project on the area should be carried out.</p>	<p>While a formal traffic impact assessment is required only to accompany planning submissions and is not required at Master Planning stage, the Master Plan is designed on the basis of a detailed analysis of the adjacent network and on the access demands related to the facilities.</p>
<p>Pedestrians and cyclists should be given priority when planning for transport.</p>	<p>Vehicular circulation within the site will be enabled in a manner that does not conflict with the general priority given to pedestrians and cyclists. A system of traffic cells is being designed with the flexibility of allowing through routes at key locations that can be in place out-of-</p>

	<p>hours. Service vehicle circulation will generally be shared with pedestrians and cyclists, albeit subject to restrictions.</p> <p>The Master Plan is being designed with a strong focus on the provision of a dense and attractive pedestrian and cycle network. This is considered to be one of the most important elements of the proposals, as it will enable the necessary conditions to encourage high levels of pedestrian and cycle journeys to and from the campus.</p>
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## Section Five: Health Facilities

Workshop session: 24 September 2007

This portion of the workshop focused on the following question:

A new community health model-what do you look forward to?

This part of the workshop identified a range of key concerns and aspirations under the following headings:

1. Current HSE Residents and Staff
2. HSE Buildings
3. HSE Services
4. HSE Capacity to Deliver Proposed Services

5.1 Current HSE Residents and Staff	Responses
There are concerns about the future of the HSE patients who currently reside on site (approximately 100). The needs of these patients should come first, ahead of all other stakeholder requirements; moreover their re-housing on the site should be handled sensitively, given that the site is 'home' to them.	The HSE has specified facilities to serve the needs of existing patients on site. Provision has been made for facilities that can deliver a best practice model of care.
Many in attendance felt that the staff involved in the current and planned HSE services should be supported by the local community and they should feel free to ask for that support.	HSE consultation on local services will facilitate this liaison.
It was also noted that the Agency should facilitate meaningful consultation with the staff in much the same manner as has taken place with the Community.	The HSE has initiated this process and plans to carry out further local consultation on health services.
5.2 HSE Buildings	Responses
Some clarification was requested as to whether there will be one large health facility or several smaller facilities on site.	For the HSE, three 'Quads' gather related facilities north of the proposed Maureen Potter Road: a northwest grouping is devoted to administrative functions and mental health facilities; a central quad for primary community health services; and a cluster to the northeast of apartments and a nursing home gathered around the old Laundry, re-cast as a dining/activity pavilion.

	<p>This arrangement reflects a desire to distribute HSE's various programmes in order to enhance beneficial adjacencies for staff, residents, and patients, rather than aggregating all functions in a single complex. The east edge of the HSE area meets with the new Primary School envisioned for the District.</p> <p>HSE administrative and clinical support offices have been located near the Broadstone end of the site.</p>
It was felt that HSE services should be very accessible and should be located close to the entrances of the site.	<p>The configuration of the majority of HSE facilities to the north of the site allows for easy access to North Circular Rd. and also provides convenient community access to the new circulation spines of St. Brendan's Way and Serpentine Walk, and within a short walk of the open parkland areas to the south.</p> <p>The major HSE administrative offices, however, have been located near the Broadstone end of the site in an appropriately more business-oriented area and easily accessible from the city centre, the new LUAS link and other public transport.</p>
The Primary Care Teams should be located in easily accessible areas on the site where there is minimum traffic congestion.	<p>The Primary Care facilities are located in the most accessible part of the HSE areas, adjacent to the entrance on North Circular Road, and along both the central north-south circulation spine giving direct access to these facilities, and an east . west spine connecting to Grangegorman Road and to Prussia St.. Mirroring the key concepts of the Master Plan, there is both a landscaped and more urban, part-atrium portion in this spine. All these circulation spaces will be public domain and connect the North Circular Road to the new Library Square with its café and library.</p>
There are concerns that the current off site facilities in the area may be neglected by the HSE going forward as they focus resources on the services on-site.	<p>The HSE is aware that current facilities in the area will still be needed.</p>

5.3 HSE Services	Responses
<p>There was concern that some of the services that are proposed are subject to funding being available. These services include:</p> <ul style="list-style-type: none"> <li>- Community Nursing Units for Older Persons</li> <li>- Living Unit for the Frail Elderly</li> <li>- Purpose built units for people with disabilities</li> </ul>	<p>The provision of these services is the responsibility of HSE and will depend on the availability of funding for their delivery.</p>
<p>It was felt that the first three services were three of the most important services that the HSE could deliver. Therefore it was proposed that creative ways to source funding be considered and/or that funding should be ring-fenced for these services from the beginning from exchequer funds if necessary.</p>	<p>The HSE, with the GDA, will seek the funding for these facilities.</p>
<p>The current alcohol treatment and methadone centre should be part of the new development.</p>	<p>The HSE facilities are flexible enough to accommodate existing services or allow for service changes</p>
<p>The community health services should be preventative with suitable health education programmes operating out of the facility as well as remedial and curative programmes. There should be a culture of care approach with the integrated provision of support services for both the local community and the student population.</p>	<p>The HSE is committed to these principles.</p>
<p>There is a need for improved services in the area of mental health. A 24 hour admissions service should be available as should services for the many homeless and vulnerable people in the area.</p>	<p>The new facilities for mental health will enable the best quality of care to be provided and will support HSE delivery of 24 hour care.</p>
<p>It is important that HSE services are not contracted out; instead the HSE should seek to actively retain a public service ethos.</p>	<p>This is a matter related to HSE operations and national policy.</p>
<p>Mental health patients will need suitable physical space for their treatment and recovery in terms of privacy, security and appropriateness.</p>	<p>Spreading outwards from the central North-South circulation spine along a new wooded walkway, the HSE facilities are grouped around progressively private courts, increasing levels of privacy and seclusion. These courts all have their own geometry and character offering clearly legible places. The most westerly court is devoted to mental health and the Psychiatric Intensive Care Unit is at the most secluded end, complete with its secure garden. Back towards the centre in a logical progression are the Continuing Care and Community Rehab Step Down Units.</p>

<p>The HSE involvement in this integrated development represents a significant opportunity to create a model of excellence in community healthcare which would serve as an example for others. The following services/facilities should be provided:</p> <ul style="list-style-type: none"> <li>- A drug treatment facility</li> <li>- 25 unit step-down or respite facility for older people</li> <li>- Youth counselling service and/or other services to address youth suicide and</li> <li>- Depression related issues.</li> </ul>	<p>The HSE plans a range of services:</p> <ul style="list-style-type: none"> <li>• drug treatment facility - planned</li> <li>• 25 unit step-down or respite facility for older people - planned</li> <li>• Youth counselling service - can be incorporated in services</li> <li>• Depression related issues - can be incorporated in services.</li> </ul>
<p>Respite care should be one of the services provided by the HSE. The respite Care provided should be non-institutional in its approach with tailor made services for three specific groups: 1) those with special needs, 2) older people 3) children.</p>	<p>Respite care is planned for the elderly.</p> <p>The HSE elements of the Master Plan have been designed to achieve the following key principles aimed at promoting a non-institutional character:</p> <ul style="list-style-type: none"> <li>• Provision of privacy and dignity for patients and clients of HSE.</li> <li>• Convenience and effectiveness of operation for HSE staff.</li> <li>• Achieving a legible and understandable public domain.</li> <li>• Providing a range of outdoor spaces from secure to completely open, that is appropriate to the needs of patients and clients.</li> <li>• Careful gradation of building scale from domestic up to medium rise.</li> </ul>
<p>Existing voluntary/community organisations that provide formal and informal health programmes should be recognised and supported with funding provided where possible.</p>	<p>This is not a matter for this plan.</p>
<p>A facility should be provided that could be used to host supervised visits for vulnerable families/families in crisis between parents/grandparents and their children/grandchildren. This should be a friendly and informal environment.</p>	<p>This can be facilitated in the Health and Social Care Network Centre.</p>
<p>There should be a centre of excellence developed for medical training and GP training.</p>	<p>This is a matter for the HSE and also national health policy.</p>

5.4 HSE Capacity to Deliver	Responses
Concerns were raised regarding the HSE's capacity to deliver on current proposals, as well as concerns about the availability of funding mentioned above. Questions were raised around the availability of land to accommodate the various health facilities.	<p>The Master Plan will identify adequate land for HSE facilities.</p> <p>The funding of those facilities is a matter for Government.</p>
There were concerns expressed that 20,000 plus DIT students may swamp the HSE services even though DIT has its own health service.	Currently DIT manages the health requirements of 20,500 students (full and part-time) in a very professional & comprehensive manner and will continue to take that responsibility at Grangegorman.

## Section Six: Grangegorman and the Surrounding Neighbourhoods - Economic Development

Workshop session: 1 October 2007

This portion of the consultative process considered how the campus can be developed in a way that promotes social inclusion and economic growth within the surrounding neighbourhoods. For the purposes of clarity, the aspirations and concerns regarding social inclusion and economic development are detailed separately (see Section Seven for feedback on Social Inclusion). Concerns and aspirations specifically relating to entrepreneurial support and employment were discussed in relation to economic development.

6.1 Entrepreneurial Support	Responses
The development should build on the services and facilities that currently exist in the area.	DIT and HSE are specifying facilities that support their institutional obligations and will take account of their current provision in the area, if any.
Onsite office space should be provided for companies in the service industry and incubator units for those in the manufacturing industry to encourage people to work in all sectors and at all levels.	The Master Plan provides spaces for incubation, research and commercial developments associated with DIT's wide range of educational courses and industry links.
DIT and the HSE should establish a centre of excellence to support local enterprise with research and advice.	DIT is committed to creating a major science park on campus. DIT currently offers a service to Small and Medium Enterprises interested in developing a business or business concept. In addition, through its 'Hothouse Programme' DIT assists many companies in their early development stages.
6.2 Employment	Responses
In terms of economic development the group felt that employment opportunities for local residents should be maximised, throughout all stages of the project development. Apprenticeships and skilled jobs should be available for local residents, particularly the more vulnerable, and there should be a target number of positions to be filled.	The Master Plan positions Grangegorman as a vital economic resource and engine with a network of thriving spatial and sectoral clusters, a focus for educational talent and creative assets. Facilities for DIT will be supplemented by a strong component of retail spaces, training centres, research centres, incubation spaces and science park facilities that will directly benefit the economic development of the community and region. A strong relationship with shared facilities is envisioned between the DIT and the Health Services Executive, which will further provide and reinforce convenient and needed educational, healthcare services and related enterprise development



	<p>spaces for the Grangegorman Urban Quarter and the surrounding community. Furthermore, the full development and implementation of the Master Plan will produce a thriving impact for the community, providing tremendous long-term economic opportunities in regards to employment in the Urban Quarter.</p> <p>DIT, HSE, GDA, NWICN, CDVEC &amp; FAS currently sponsoring an Employment Study for Grangegorman area. The study aims to identify employment opportunities.</p>
It was suggested that DIT and the HSE should engage with FAS and Social Welfare offices in sourcing people and training them to take up jobs on offer.	The Employment Study will explore opportunities for local employment.
Going forward, the need for DIT and HSE to develop employment strategies was noted. It was also felt that such strategies should state the number and type of job positions that will be available.	DIT currently employs a large number of people from the area.

## Section Seven: Grangegorman and the Surrounding Neighbourhoods - Social Inclusion

Workshop session: 1 October 2007

As set out above in Section Six, this workshop identified a range of key concerns and aspirations relating to economic development and social inclusion. For the purposes of clarity, the aspirations and concerns regarding social inclusion and economic development are detailed separately (see Section Six for feedback on Economic Development).

This workshop identified a range of key concerns and aspirations under the following headings:

1. Development of Social Inclusion Strategies
2. New Communities
3. Older People
4. Lone Parents

7.1 Development of Social Inclusion Strategies	Responses
There were a number of socially excluded and other groups not in attendance at the workshops and it was felt that these groups should be consulted in order to ensure that the consultation process was representative.	<p>The Master Plan seeks to obtain input and feedback from all stakeholder groups to ensure full representation in the design process.</p> <p>Through the formal Consultative Group, registered local groups, workshops, open days, meetings, newspaper advertisements and newsletters the GDA seeks to enable all to engage.</p>
It was feared that promoting social inclusion is no more than an afterthought in the context of the development as against being a core objective of the project. The Agency should ensure that social inclusion is a primary and measurable objective of the overall project. The Master Plan needs to reflect this central objective.	<p>The two large public institutions, HSE and DIT, to be accommodated on the site are key bodies for the delivery of services that support social inclusion and are implementing programmes that will contribute to the delivery of the <b>National Action Plan for Social Inclusion 2007-2016</b>. Both these bodies have set out their requirements for facilities on the site and these have to be met by the land use master plan.</p> <p>DIT provides educational courses ranging from Level 3 of the National Framework for Qualifications to post-doctoral fellowships and is</p>

	<p>committed to widening participation for under represented groups in higher education. The <b>DIT Access Strategy</b> published in May 2007 sets their aims out in great detail.</p> <p>All DIT services, currently spread around the city in 39 locations, are to be consolidated on the Grangegorman site including their office which manages their Community Links Programme which comprises the following initiatives:</p> <ul style="list-style-type: none"> <li>• Lifelong Educational Access Programme (LEAP)</li> <li>• Dublin Inner-City Schools Computerisation project (DISC)</li> <li>• The Digital Community project</li> <li>• Pathways Through Education</li> <li>• The Ballymun Wind Band</li> <li>• Educational awareness programme, and</li> <li>• Supervised study programme</li> </ul> <p>HSE facilities to be provided on site are to cater for the current and future health and social care needs of the local population and for the clients of the mental health facilities on the site at present.</p> <p>The HSE will provide services for children and families, older persons, the disabled, persons socially disadvantaged and for mental health. In the <b>National Action Plan for Social Inclusion 2007-2016</b> a high level goal in relation to health specifies the following:</p> <p><b>“Goal 11: Health</b> <i>Develop 500 primary care teams by 2011 which will improve access to services in the community, with particular emphasis on meeting the needs of holders of medical cards;”</i></p> <p>The HSE’s requirement for facilities for Primary Care Teams on the Grangegorman site will contribute to fulfilling the national plan.</p> <p>The HSE’s broad aim in relation to the <b>Social Inclusion</b> element of</p>
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	<p>their services is to improve access to mainstream services, target services to marginalised groups, address inequalities in access to health services and enhance the participation and involvement of socially excluded groups and local communities in the planning, design, delivery, monitoring and evaluation of health services. The main policy and legislation that underpin HSE's Social Inclusion strategies include the following; Quality &amp; Fairness (the National Health Strategy); Towards 2016 Partnership Agreement; National Anti Poverty Strategy, Homelessness - An Integrated Strategy; National Drugs Strategy; National Travellers Strategy, Equality legislation; and the National Action Plan Against Racism (NPAR).</p> <p>HSE Social Inclusion services target the following groups; - Homeless people, Minority Ethnic Communities; Asylum Seekers; Refugees; Migrant Workers; Travellers; Illicit Drug Users, those from the Lesbian, Gay, Bisexual, Transsexual/Transgender communities, people with problematic and/or dependent alcohol use and people with HIV/AIDS. Community Welfare Services also come within the Social Inclusion approach.</p> <p>The statutory planning framework for the site also supports the aim of social inclusion. Dublin City Council has designated the Grangegorman site as a framework development area within the Dublin City Development Plan. The plans for the development of the Grangegorman site must take account of, and be integrated with, other plans for the social, economic, and physical renewal of the North West Inner City. The master plan has to create a land use framework that will facilitate the development of buildings appropriate to the zoning and for which planning approvals will be required.</p>
<p>Concerns were expressed that DIT and the HSE on their own will be unable to deliver on social inclusion. It was felt that an inter-departmental plan is required from the governmental departments in relation to social inclusion and economic development. GDA should be tasked with securing this plan, and the plan should clearly</p>	<p>The GDA is enabling the delivery of DIT and HSE facilities which will, by their very nature, address the matter of social inclusion. The establishment of the GDA reflects Government's desire to ensure integrated development. The inclusion of Dublin City Council representation on the Board of THE GDA and the close liaison with</p>

demonstrate how social inclusion and economic development will be delivered.	Dublin City Council facilitates integrated thinking.
This development has to focus on the needs of the community, not the needs of the HSE and DIT and it is hoped that consideration will be given to the local community in advance and during construction.	The Local employment & transport study referred to earlier aims to identify the employment needs of the community.
Social inclusion should be considered not only in the context of residents living in the area but also with an eye to anyone who will be affected by the development.	DIT and HSE's remit embraces all citizens.
The effects/impact of the project on the immediate area and the wider neighbourhood should be planned for and due consideration given to impacts on nightlife, local employment, housing, and RAPID targets etc.	Many of these matters will be addressed in detailed planning submissions or environmental reports rather than in a Master Plan.. DIT is working with RAPID to explore areas of co operation.
The HSE as a state agency carries a large responsibility for social inclusion.	That is agreed by all.
There are concerns about the number of people with substance abuse issues, the homeless and young teenage mothers in the area. It was felt that more information is needed in this regard and hence it was suggested that an audit should be carried out to accurately determine the level of each group.	The HSE is examining local needs. Its space in the Master Plan is quite generic and can facilitate many types of services and can accommodate future changes in services.
Definite individual strategies should be developed around the needs of homeless, substance users and people with mental health issues, while recognising also that the issues of homelessness, substance misuse and mental health issues often overlap in the lives of vulnerable individuals. It is important therefore that a holistic approach to tackling these issues be adopted.	The HSE is aware of these aspirations and shares the objective of holistic services.
An audit of needs in the area, for example educational and social inclusion needs, should be carried out to inform plans and strategies.	The Employment study aims to address some of the issues that can be addressed by this development.  The Grangegorman development, either through the GDA or DIT or HSE, cannot address all matters relating to the educational and social inclusion needs of the area. Many of these matters fall outside their statutory remit.
<b>7.2 New Communities</b>	<b>Responses</b>
There is a growing population of foreign nationals (New Communities), (an attendee noted that the Census 2006 estimates show that 37% of the population of the North West Inner City are members of New	DIT is committed to providing access and participation in higher education.

<p>Communities). It was felt therefore that steps should be taken to promote greater integration between New Communities and existing communities in the Neighbourhood. It was noted that failing to promote integration may well result in ghetto-like situations emerging in the North West Inner City over time. Extra effort should be made to capture the views of new communities.</p>	<p>HSE is committed to serving all.</p> <p>Community integration initiatives to deal with immigration related matters are outside the scope of the GDA.</p>
<p><b>7.3 Older People</b></p>	<p><b>Responses</b></p>
<p>It was considered vital that the needs of older people are considered at the design and operational stages e.g. whatever transport system is developed on campus should be available to older people free of charge.</p>	<p>Provision for the elderly is a significant component of the HSE facilities. Movement around the site will place priority on pedestrians over vehicles.</p>
<p>Particular attention should be given to older men and women who are not linked in with services for reasons of mobility or general isolation, and appropriate outreach programmes should be developed to connect vulnerable older people with appropriate services.</p>	<p>The HSE can provide a wide range of services from the physical facilities that will be provided for in the Master Plan.</p>
<p><b>7.4 Lone Parents</b></p>	<p><b>Responses</b></p>
<p>Lone parent figures would appear to be very high in the area and have grown in recent years (according to figures provided up to 2002). There was a request for information as to why this is the case. Provision of crèche facilities was recommended to at least support a return to formal education.</p>	<p>DIT is committed to providing childcare facilities on campus for students and staff. This will enable participation in higher education for lone parents.</p>



The Grangegorman Development  
**What would you like to see?**

A Report on the Proceedings of  
Six Public Consultation Workshops



Grangegorman Development Agency

Facilitated on behalf of the Agency by:  
Nurture Development Ltd. and Chambers Ireland



**Grangegorman**  
Development Agency

**Grangegorman Development Agency**

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# Foreword



*As Chairperson of the Grangegorman Development Agency I am very pleased to publish this report on the proceedings of the six public consultation workshops held in September and October 2007.*

*This report is an important milestone in the development of Grangegorman which will see the integration of education, health and other community facilities on this unique and historic 73 acre site, in the heart of Dublin city.*

*The report captures the commitment and great work of all the workshop participants and records their many and varied contributions. It provides the Agency and its master planners with the ambitions and vision of the community participants and will greatly assist the master planning process.*

*Read on and enjoy!*

A handwritten signature in black ink, appearing to read 'John Fitzgerald'.

*John Fitzgerald*

*Chairperson*

*Grangegorman Development Agency*



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# Introduction

## 1.1 Introduction

The re-development of the 73 acre Grangegorman site in the heart of Dublin will amount to the greatest single investment in the north inner city. The new city quarter will incorporate all of Dublin Institute of Technology (DIT) in one location, new primary and community health facilities for the Health Service Executive (HSE), as well as new facilities for the local community.

Following on from the two Open Days held in May 2007 to introduce a general overview of the project, the Grangegorman Development Agency (GDA) wished to engage with the public in more detail on a range of specific issues of interest to the community.

The GDA issued an open invitation to residents of the Grangegorman Neighbourhood to engage in a programme of five public consultation workshops (a sixth workshop was added during the process).

The purpose of these workshops was to enable the community, as an important stakeholder in the project, to articulate its aspirations and vision for the future development of Grangegorman. This vision would, in conjunction with the vision of other stakeholders such as DIT and HSE, inform the masterplanning process.

These workshops were arranged by the GDA and facilitated by Nurture Development and Chambers Ireland. The workshops took place at St Paul's C.B.S Secondary School, North Brunswick Street, Dublin 7 on:

- 10 September 2007
- 17 September 2007
- 24 September 2007
- 1 October 2007
- 15 October 2007 and
- 20 October 2007 (at the offices of the GDA).

The purpose of the fifth and sixth workshops held on the 15th and 20th October was to bring together all of the themes explored in the first four workshops with a view to creating an integrated community vision for the development going forward.

To assist the process the first four workshops focussed on particular themes as follows:

Theme	Workshop	Section in Report
Open Space and Public Areas	Workshop 1	Two
The Campus and the Community (DIT and the Community)	Workshop 2	Three
Linking Grangegorman to the City - Transportation/Links	Workshop 3	Four
Health Facilities	Workshop 3	Five
Grangegorman and the Surrounding Neighbourhoods - Economic Development - Social Inclusion	Workshop 4 Workshop 4	Six Seven
Relationship between the Community and GDA	All workshops	Eight

The methodology employed in conducting these workshops is detailed in Appendix 1.

This report sets out to accurately record the views and contributions of the community as expressed across all six of the workshops. It serves as a reminder of the issues, views, concerns and aspirations expressed throughout the process and documents the vision making that emerged at the concluding two workshops.

## 1.2 Structure of the Feedback Report

Each of the above themes is dealt with in a dedicated section of the draft report.

**Section Two** deals with Open Space and Public Areas. **Section Three** addresses the Campus and the Community, specifically focusing on Education. This includes the relationship between DIT and the Community, including local primary and secondary schools, as well as the potential for synergy between the DIT and HSE for the benefit of current and future residents of all ages. **Section Four** considers the issue of transport links under the theme of linking Grangegorman to the City. **Section Five** deals with Health Facilities which was covered during the third workshop following the discussion on transport links. **Sections Six & Seven** report separately on the themes of Economic Development and Social Inclusion.

An additional cross-cutting theme emerged throughout the process concerning the relationship between the Grangegorman Development Agency and the Community. Associated concerns regarding the lack of representation of the community on decision making structures charged with deciding the future shape of the development - such as the juries involved in the process for selecting the Masterplanner - were also raised under this theme. Given that this theme emerged at each workshop, it is dealt with in its own right under **Section Eight** entitled Relationship between the Community and GDA.

Across the first four workshops, themes from one evening often re-emerged on other evenings. Where this occurred, we have included those points under their relevant thematic headings. The report is structured to reflect the broad range of views expressed and it aims to capture the wide and varied views expressed at each workshop.

The fifth and sixth workshops took place on Monday 15th October and Saturday 20th October. The sixth workshop took place on a Saturday afternoon, following a request from the community for a workshop on an alternative day and time to accommodate those who were not able to attend evening workshops. This workshop was held in the offices of the GDA on the grounds of St. Brendan's Hospital and was preceded by a guided walk of the grounds at Grangegorman.

The purpose of the final two workshops was to draw together the themes explored during the first four workshops so that the community could identify their aspirations for the new integrated development in Grangegorman. The visions, as expressed by those attending these workshops, are detailed in **Section Nine**.

At those 'vision' workshops, each group reviewed the area's needs while also looking at its assets and strengths, looking to build on what the community already has as well as addressing what it needs. A number of common themes emerged in the visions developed by the six different groups at these two workshops.





# 2

## Section Two: Open Spaces and Public Areas

**Workshop theme:** Open Space and Public Areas

**Workshop session:** 10 September 2007

**Attendance:** Approximately 80 people

**Presentation Made:** *Grangegorman Community Workshop* Gerry Murphy, GDA

This workshop as well as offering an overview of the public community consultation process, considered a range of questions under the above theme including:

- How can we make open spaces community friendly places?
- How can the public areas best serve the campus and the community?

This workshop identified a range of key issues, concerns and aspirations under the following headings:

1. Access to the Campus
2. Green Space/Open Space
3. Sports and Leisure Facilities
4. Environmental Sustainability
5. Architecture
6. Height/Density
7. Security

The issue of transport was also mentioned with a high level of frequency at the first workshop. The points relating to transport are presented in Section Four of this report.

## 2.1 Access to the Campus

- ✓ There should be open access to the site, pedestrian and otherwise. The development should be designed in such a way as to ensure that it opens up to the surrounding community.
- ✓ Open access is important so that the campus does not become a 'hallowed' university ground that is cut off from the surrounding neighbourhoods.
- ✓ The campus boundary should be a welcoming one and should be perforated with access points at numerous locations and the green spaces should be readily accessible to the community.
- ✓ The entrance to the campus should be welcoming to the community, well appointed and well located.
- ✓ The site should be opened up so that the various communities located around its perimeter, currently divided by the site and excluded by the boundary wall, can begin to connect and relate to each other.
- ✓ Bus/car access points should be located along the least densely populated side of the campus i.e. the Broadstone side.
- ✓ The heritage of the North Circular Road should be considered and respected when developing the Masterplan. Some of the existing entrances e.g. the entrance on North Circular Road, are under a preservation order: these should be respected.
- ✓ Two access points off the North Circular Road would worsen an already congested traffic situation. This is therefore to be avoided.
- ✓ Access from the North Circular Road road should only be for pedestrians and cyclists and existing entrances should be used.

## 2.2 Green Space/Open Space

- ✓ Fifty per cent of the campus should be green space. Buildings should be located at the centre of the development with appropriate density to facilitate the 50% open space principle.
- ✓ Green space is limited in the Grangegorman area and the campus should increase the green space available to the children, schools and residents of the area. There should be large open spaces which provide facilities for the young people of the area.
- ✓ Rooftops should be designed so as to maximise available space on the site. Green roofs would augment the feeling of space and could cater for facilities such as cafes and meeting places while also providing space for facilities that require artificial surfaces such as Astroturf.
- ✓ There is an opportunity to have green parks, sensory parks and orbit parks. These should be located around the perimeter of the campus near the entrances while also being linked together.
- ✓ The perimeter of the site should be developed as a permeable membrane where people are pulled into the site by lots of interesting spaces that have multiple functions and features, such as gardens and different types of play areas that accommodate varying levels of interest, facilitating very young children right up to teenagers.
- ✓ A good example of the use of green space is the linear park at the Grand Canal. It has mixed facilities such as a sports area, children's playground. It is used by the community because it is accessible.
- ✓ School gardens which are used to teach children should be provided. Such gardens should be located near the school and the library. These gardens and play areas should be linked to encourage movement around the site, so that people are drawn in to visit these spaces due to their clever design and qualities.
- ✓ The development should include a lot of trees, pleasant walk ways, glass buildings to reflect some of the historical buildings already onsite, in a way that is sympathetic to the existing site.
- ✓ Car parks, if there are any, should be underground, thereby using open spaces/green spaces to accommodate people as opposed to cars.
- ✓ There should be water features on the campus. Some people proposed one large feature while others suggested several smaller ones.
- ✓ The campus should be like Central Park, with its various amenities available to all. The campus should be designed to encourage physical activity, including walking and cycling. An active environment will require less policing.



## 2.3 Sports and Leisure Facilities

- ✓ The facilities provided should cater for every age group, with a cradle to the grave principle built into every building, amenity, facility and programme on site.
- ✓ Facilities should be open from 6.00 a.m. to 12.00 a.m., as 9.00 a.m. to 5.00 p.m. opening hours will mean limited access for local residents.
- ✓ The proposal that Dublin City Council (DCC) locate a library on site was welcomed. It was further noted that state of the art computer facilities should be available in the library.
- ✓ Community access to the campus should be prioritised so that local residents can avail of facilities such as libraries, lecture halls, sports facilities etc.
- ✓ It is important that the community can avail of the facilities on campus at little or no cost.
- ✓ The sport facilities provided should cater for multiple sports. They should build on some of the assets in the area such as bowling clubs, pitch and putt facilities etc.
- ✓ Some of the facilities that should be provided include:
  - Swimming pool
  - Sports facilities
  - Theatre/performance centre
  - Ice rink with viewing station
  - Running track around the site
  - Skateboard park for teenagers
  - Basketball/tennis courts
- ✓ The primary school, library and playground should be located near each other.
- ✓ There should be meeting facilities for local groups.
- ✓ A community centre should be situated on campus as opposed to off campus. It was felt that this would create an important link with the community and the site itself. It was acknowledged that it may need to be modified in terms of its activities and hours from the 'conventional' community centre to accommodate its different users and communities. However this could well enhance the benefits accruing to the community as opposed to reducing its usefulness, e.g. college students could use the centre for meetings while also volunteering to assist youth clubs.

## 2.4 Architecture

- ✓ The architecture should complement and respect the building heritage on the site and in the area. Some felt that there should be cutting edge, iconic contemporary architecture on the site, while still embracing and enhancing the traditional buildings.







## 2.5 Environmental Sustainability

- ✓ The campus should be developed in a manner that is environmentally sustainable, using technologies such as solar power with excess power exported to the community.
- ✓ The wildlife (flora and fauna) currently on the site should be protected.
- ✓ Existing biodiversity, including rivers, wildlife and healthy mature trees, should be respected and where possible, retained.
- ✓ The use of alternative energy should be promoted. A start could be made by saying no to cars.
- ✓ There are concerns as to whether or not the campus will have the capacity to provide for all stakeholders. There should be an agreement on percentage use between the HSE and DIT.

## 2.6 Height/Density

- ✓ The height of the building must be acceptable to the local community. Some suggested limiting the development to a height of 6 storeys.
- ✓ Some suggested low-rise only while others expressed the view that appropriately located higher-rise would free up available green space.
- ✓ The upper house and lower house are areas of the site well known to many locals. It was suggested that perhaps the higher portion of the development should be placed in the 'lower house' area of the site, as there are very few houses proximate to that area.

## 2.7 Security

- ✓ The security of the site is a major concern for local residents and should therefore be prioritised. The Gardai should be involved in the planning from the outset. With this in mind, it was noted that the Gardai have a specialist unit well placed to security proof all plans, and these services should be built into the master plan.
- ✓ Security should be enhanced through good design as well as being provided on the campus on completion.
- ✓ The design of the public realm is extremely important and as such, it should communicate a felt sense of being policed and well managed as a public space. It should therefore be well lit, overlooked and secure.
- ✓ There should be pockets of well used facilities surrounding public areas -not just one big park but lots of pocket parks that are overlooked and controlled by 'campus police' or community police.
- ✓ Authorities need to take a strong position on anti-social behaviour on the campus from the outset, putting the safety of local residents above all else.
- ✓ The increase in population as a result of the new campus may increase the risk of anti-social behaviour and this should be addressed in a planned way. By ensuring a strategy for anti-social behaviour is in place in advance of opening the facility, the possibility of preventing problems before they occur is increased. A review of security strategies on other campuses (national and international) was requested.
- ✓ There are already serious concerns about drugs in the area. Unfortunately, third level colleges are often associated with drugs and therefore it is recommended that plans be put in place to tackle this possible problem. Substance abuse courses might be useful too.





# 3

## Section Three: The Campus and the Community

**Workshop session:** 17 September 2007

**Attendance:** Approximately 40 people

**Presentation Made:** *DIT Today* Dr. Noel O'Connor, DIT

This workshop on the Campus and the Community considered a range of questions including:

- What should we do to make the campus a place where residents can learn, play, relax and enjoy the new facilities?

A range of key concerns and aspirations were identified under the following headings:

1. Literacy Support
2. Lifelong Learning and Educational Access
3. Supporting Local Schools
4. DIT Expertise in Research for Community Audits
5. Community Gain
6. Other Issues



## 3.1 Literacy Support

- ✓ Literacy is a major issue in the Grangegorman Neighbourhood (See 2005 Act for definition of the area). Therefore, focused interventions are required if it is to be improved. Many were of the view that DIT would be the ideal delivery agent of change in this regard. By way of starting, it was suggested that an audit of literacy needs be undertaken in the area with a view to defining the actual extent of the challenge and the necessary solution pathways. Following the audit, a plan should be put in place to ensure that literacy levels increase dramatically in the area over the next decade.
- ✓ The research should be both quantitative and qualitative.
- ✓ Westland Berkshire, Scotland, where functional illiteracy levels were reduced from 26% to 6%, would serve as an excellent model.
- ✓ More broadly it was suggested that a 10 year programme to counter social problems be developed, and that the plan contain very tangible and measurable objectives going forward.

## 3.2 Life Long Learning and Community Access to Educational Opportunity at DIT

### 3.2.1 Educational Opportunity

- ✓ It was noted that DIT makes a major contribution to many areas but particularly to this area (Grangegorman Neighbourhood) and has done so since 1997. It runs programmes in schools and communities that encourage people into the college in the first instance, and thereafter progression routes are created on an individual basis. This access strategy for communities with lower levels of educational attainment than average is valued and should be built upon.
- ✓ There needs to be tangible evidence of the social mobility (social inclusion) of the entire neighbourhood. Social mobility can be enhanced through access to DIT. This should include a widespread awareness of the courses; the creation of a welcoming environment not just on the campus but in the minds of residents and effortless physical access to the site. Moreover, access to all programmes and facilities should be free.
- ✓ There was general consensus that the principle of cradle to grave education is hugely important.

There is a need for early access programmes for young people, and older people who have a lot to contribute should also be targeted.

- ✓ Adults who did not complete their education should be given the opportunity to do so. Evening classes and Saturday classes may be required to facilitate access for this group.
- ✓ It was acknowledged that Government funding may be required to support DIT in its work so that it can offer courses and programmes that are not revenue generating.
- ✓ Apprenticeships are considered an important part of DIT's brief and should be retained.
- ✓ The college, in making its facilities available, should aim to support educational efforts in the wider community i.e. through tuition support at secondary schools and particularly with Early School Leavers. It is recognised that DIT cannot do everything, that said, it will be in a strong position to provide facilities and much needed resources to help the community support its educational life.
- ✓ The Government also has responsibilities in relation to education that are not within the remit of DIT. However, the community has requested programmes that provide life long learning opportunities given DIT's focus on adult education and occupational learning. This principle should apply to existing residents and new residents coming into the area alike.
- ✓ It is critical that work is done with parents if there is to be any progress in educating vulnerable young people. With this in mind, there should be a range of programmes and facilities to help adults and parents actively engage with their families and communities, e.g. extra mural courses for adults: media studies, drama, healthy eating 'on a budget' cookery classes, ballroom dancing.

### 3.2.2 Access to Educational Programmes

- ✓ Two themes were recurring throughout the second evening: information and access. It was felt that these two themes are interconnected in that information is access to knowledge, 'if you don't know what's on offer you won't go in the first place.' It was noted that if there are other blocks to access, they should be identified and proactively removed.

- ✓ The principle of access applies not just to the courses on site but also to the site itself and the facilities on site.
- ✓ The importance of the principle of outreach to schools' youth groups and community and voluntary groups was also emphasised.
- ✓ The campus should provide facilities for pre-schoolers, school-going children and youth, right up to older people.
- ✓ Parents should be facilitated to attend night classes through the provision of a night-time crèche.
- ✓ The hours of opening should be extensive, particularly for the extra curricular activities to ensure that people will be able to participate.

### 3.3 Supporting Local Schools

- ✓ DIT should be seen as a resource for local schools such as St. Paul's CBS which for example has little or no green space.
- ✓ There could be significant input in to the music programmes in local schools through DIT's school of music.
- ✓ Having HSE and DIT on site opens the opportunity for a one-stop shop of services to the wider community e.g. psychological services for local schools. It was felt that a real synergy could be cultivated between the campus and the work of local schools, matching up the assets of the campus with the needs of local pupils.
- ✓ Scholarships should be made available to the local community so as to ensure that young people in the local community have a real opportunity to access third level education. This should be supported from an early stage in the education system through homework clubs, breakfast clubs etc.

- ✓ The link between secondary schools and the campus was emphasised with great importance placed on developing outreach programmes, and engaging with transition year students, so that the college will not be an alien environment to students who have no experience of third level.
- ✓ The opportunity for summer camps as another means of positively engaging young people was put forward.

### 3.4 DIT Expertise in Research for Community Audits

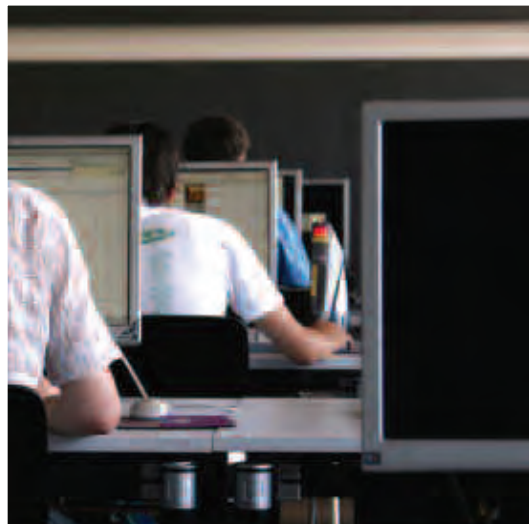
- ✓ An audit of the entire area should be carried out by DIT looking at:
  - Transport
  - Literacy
  - Accommodation
  - Childcare
  - Parking
  - Health care
  - Primary and secondary education (early school leaving etc)
  - Policing, community safety
- ✓ A concrete plan should be developed to improve services in each of these areas and to eliminate or seriously reduce problems where they exist over a 10 year period.

### 3.5 Community Gain

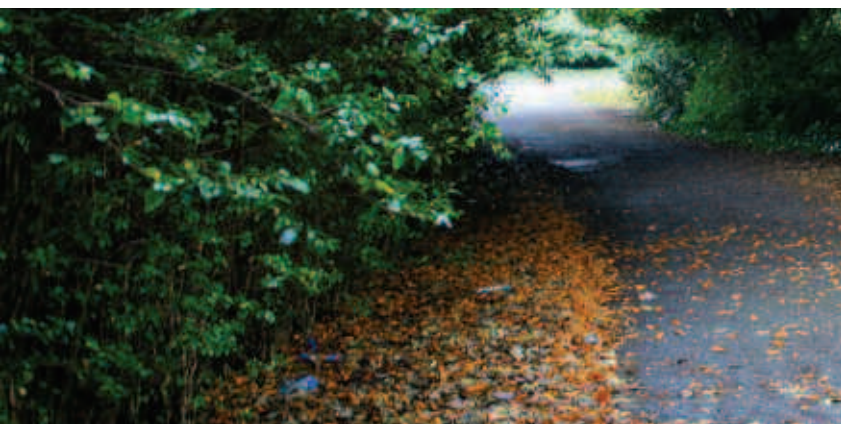
- ✓ The community can learn from other Irish and international projects. Regeneration projects such as St. Teresa's Gardens could provide information on community gain.

#### 3.5.1 Access to Facilities

- ✓ As a given, the Community should have access to all sports, cultural and leisure facilities.







These facilities should be used to facilitate integration between the community groups, HSE and DIT staff and students through the provision of sports that cater to both sexes and activities that are cross generational and multi-cultural.

- ✓ The community should have access to campus coffee shops and other facilities including crèches. Parents should have an open invitation to such facilities and should be encouraged through various engagement initiatives to become involved.
- ✓ A swimming pool should be provided and the community's access to the pool should be guaranteed.
- ✓ The college should provide meeting rooms for community groups, clubs and associations.
- ✓ There should be office facilities available to home workers in the local community which could be shared with the students in DIT.
- ✓ A local café which uses produce grown on the campus by the local community, would provide a place where neighbours can meet.
- ✓ It was suggested that the campus should be open to tourists and that there be a heritage centre and some craft shops to promote tourism in this already important tourism area.

### 3.5.2 Programmes and Supports for the Community

- ✓ There was a strong desire that DIT would actively seek to give something back to the community off campus, such as district heating for the area, street furniture, lighting and other precinct improvements.
- ✓ The arts should feature on the campus and on the site in general. DIT should take a lead in this regard.
- ✓ It was suggested that DIT can start helping the community with their expertise now rather than waiting until they are on site in Grangegorman e.g. by providing legal, architectural, and engineering expertise.
- ✓ DIT can help the local community and voluntary sector in addressing early school leaving, literacy difficulties, teenage pregnancy, substance misuse etc. now, by providing outreach supports that go to the heart of the community and the heart of its social problems.

- ✓ A concern was expressed around the care of the elderly in particular, and that the development presents an opportunity to combine services, amenities, and facilities for older people that should be maximised.
- ✓ Courses and programmes on nutrition and healthy eating should be linked in with the growing of food in school gardens, allotments and therapeutic horticulture for HSE clients.
- ✓ Building a culture of care for older and younger residents and the needy was considered as hugely important, and was a aspiration that was once again strongly aired under the theme of social inclusion (see Section Seven).
- ✓ It was felt that the college will be well placed to provide therapeutic supports in conjunction with the HSE, e.g. meditation.

## 3.6 Other issues

- ✓ Discussion took place around the ratio of HSE to DIT space on the new integrated development site. One group noted that it was their understanding that a 60:40 ratio in favour of Dublin Institute of Technology (DIT) has been agreed in principle. The group went on to note that they hope this ratio will apply and that the two institutions will work closely together, since it was felt that potentially there could be a high degree of synergy between these two stakeholders, which would ultimately benefit the community as a fellow stakeholder.
- ✓ Research and development should commence as soon as possible on the part of DIT who could bring their expertise to community based research, the provision of support groups and relevant courses and programmes.
- ✓ The suggestion was made that the number of students should be 'capped' so as to avoid overpopulating the area and also to ensure that the HSE retain adequate space for their services.



# Section Four:

## Linking Grangegorman to the City

<b>Workshop theme:</b>	Transport links
<b>Workshop session:</b>	24 September 2007
<b>Attendance:</b>	Approximately 40 people
<b>Presentation Made:</b>	<i>Transportation/Links</i> Gerry Murphy, GDA

This part of the workshop broadly considered the following question:

- How we can ensure that the development opens up the site and links well with the city?

The workshop identified a range of key concerns and aspirations under the following headings:

- 1 Broadstone Depot
- 2 Public Transport
- 3 Car Free Campus
- 4 Traffic Management



## 4.1 Broadstone Depot

- ✓ It was expressed in the strongest terms that the relationship between the campus and Broadstone is critical to the discussion on transport. The absence of information regarding Broadstone seriously impedes the community's ability to speak meaningfully about transport. The plans for Broadstone will have a significant impact on the Grangegorman site and on the area and should be brought forward as a matter of urgency.
- ✓ The GDA should anticipate future integration with Broadstone and plan accordingly.
- ✓ As a starting point, the disused railway line in Broadstone should be used.
- ✓ Clarity should be sought on the RPA and CIE plans for the Broadstone site, since some felt that they appear to be conflicting. Specifically many of those in attendance wanted to know whether it is rail or Luas going into Broadstone. Some considered that the RPA and CIE should have been in attendance to answer questions.
- ✓ It was strongly recommended that the boundaries of the development should be extended to include Broadstone which would allow for transport to be fully incorporated into the plans for the campus.

## 4.2 Public Transport

- ✓ It was generally felt that transport is one of the biggest issues in relation to the Grangegorman development.
- ✓ Key transport infrastructure projects need to be completed in advance of the construction phase of the development and prior to sizeable numbers of people being brought into the area e.g. extension of the LUAS line. Adamstown was cited as the right approach and a similar approach is recommended for the Grangegorman site.
- ✓ The Luas is a popular service that is currently under pressure. There are concerns about the impact that the population influx will have on this service and questions as to what plans, if any, are in place to extend the service. It was suggested that if no plans are in place, they should be developed.
- ✓ The possibility of recommissioning the freight line that runs under the Phoenix Park was suggested.

## 4.3 Car Free Campus

- ✓ Consideration should be given to having a car free campus but not at the expense of local residents if it meant that cars were parked in the surrounding residential areas instead.



- ✓ Underground parking should be provided and the campus should provide alternative transport means on site such as an electric bus service circling around the site, providing transport to health facilities and also delivering to buildings, thereby reducing the numbers of trucks and vans.

## 4.4 Traffic Management

- ✓ The issue of access to the campus during construction and on completion of the campus was raised.
- ✓ The area is already very congested and some roads such as the North Circular Road (NCR) are already reaching gridlock under the pressure of current traffic flow.
- ✓ The starting times of classes should be staggered so as to relieve traffic congestion.
- ✓ Public transport should be prioritised along with cycle paths from Broadstone, Prussia Street etc.
- ✓ A traffic impact assessment of the project on the area should be carried out.
- ✓ Pedestrians and cyclists should be given priority when planning for transport.



# 5

## Section Five: Health Facilities

<b>Workshop theme:</b>	Health Facilities
<b>Workshop session:</b>	24 September 2007
<b>Attendance:</b>	Approximately 40 people
<b>Presentation made:</b>	<i>Grangegorman Site – HSE Anne O'Connor, HSE</i>

This portion of the workshop focused on the following question:

- A new community health model-what do you look forward to?

This part of the workshop identified a range of key concerns and aspirations under the following headings:

1. Current HSE Residents and Staff
2. HSE Buildings
3. HSE Services
4. HSE Capacity to Deliver Proposed Services



There was general support for the HSE proposals and the opportunity that the development presents in terms of delivering much needed world class health facilities to the local community.

## 5.1 Current HSE Residents and Staff

- ✓ There are concerns about the future of the HSE patients who currently reside on site (approximately 100). The needs of these patients should come first, ahead of all other stakeholder requirements; moreover their re-housing on the site should be handled sensitively, given that the site is 'home' to them.
- ✓ Many in attendance felt that the staff involved in the current and planned HSE services should be supported by the local community and they should feel free to ask for that support.
- ✓ It was also noted that the Agency should facilitate meaningful consultation with the staff in much the same manner as has taken place with the community.

## 5.2 HSE Buildings

- ✓ Some clarification was requested as to whether there will be one large health facility or several smaller facilities on site.
- ✓ It was felt that HSE services should be very accessible and should be located close to the entrances of the site.
- ✓ The Primary Care Teams should be located in easily accessible areas on the site where there is minimum traffic congestion.
- ✓ There are concerns that the current off site facilities in the area may be neglected by the HSE going forward as they focus resources on the services on-site.



## 5.3 HSE Services

- ✓ There was concern that some of the services that are proposed are subject to funding being available. These services include:
  - Community Nursing Units for Older Persons
  - Living Unit for the 'Frail Elderly'
  - Purpose built units for people with disabilities
- ✓ It was felt that the above services were three of the most important services that the HSE could deliver. Therefore it was proposed that creative ways to source funding be considered and/or that funding should be ring-fenced for these services from the beginning from exchequer funds if necessary.



- ✓ The current alcohol treatment and methadone centre should be part of the new development.
- ✓ The community health services should be preventative with suitable health education programmes operating out of the facility as well as remedial and curative programmes. There should be a culture of care approach with the integrated provision of support services for both the local community and the student population.
- ✓ There is a need for improved services in the area of mental health. A 24 hour admissions service should be available as should services for the many homeless and vulnerable people in the area.
- ✓ It is important that HSE services are not contracted out; instead the HSE should seek to actively retain a public service ethos.
- ✓ Mental health patients will need suitable physical space for their treatment and recovery in terms of privacy, security and appropriateness.
- ✓ The HSE involvement in this integrated development represents a significant opportunity to create a model of excellence in community healthcare which would serve as an example for others. The following services/facilities should be provided:
  - A drug treatment facility
  - 25 unit step-down or respite facility for older people
  - Youth counselling service and/or other services to address youth suicide
  - Depression related issues.
- ✓ Respite care should be one of the services provided by the HSE. The respite care provided should be non-institutional in its approach with tailor made services for three specific groups: 1) those with special needs, 2) older people 3) children.
- ✓ Existing voluntary/community organisations that provide formal and informal health programmes should be recognised and supported with funding provided where possible.
- ✓ A facility should be provided that could be used to host supervised visits for vulnerable families/families in crisis between parents/grandparents and their children/grandchildren. This should be a friendly and informal environment.
- ✓ There should be a centre of excellence developed for medical training and GP training.

## 5.4 HSE Capacity to Deliver

- ✓ Concerns were raised regarding the HSE's capacity to deliver on current proposals, as well as concerns about the availability of funding mentioned above. Questions were raised around the availability of land to accommodate the various health facilities.
- ✓ There were concerns expressed that 20,000 plus DIT students may swamp the HSE services even though DIT has its own health service.







# 6

## Section Six: Grangegorman and the Surrounding Neighbourhoods - Economic Development

**Workshop theme:** Economic Development

**Workshop session:** 1 October 2007

**Attendance:** Approximately 45 people

**Materials available:** Materials from North West Inner City Network, RAPID, and the Dublin Inner City Partnership

This portion of the consultative process considered how the campus can be developed in a way that promotes social inclusion and economic growth within the surrounding neighbourhoods. For the purposes of clarity, the aspirations and concerns regarding social inclusion and economic development are detailed separately (see Section Seven for feedback on Social Inclusion). Concerns and aspirations specifically relating to entrepreneurial support and employment were discussed.

### 6.1 Entrepreneurial Support

- ✓ The development should build on the services and facilities that currently exist in the area.
- ✓ Onsite office space should be provided for companies in the service industry and incubator units for those in the manufacturing industry to encourage people to work in all sectors and at all levels.
- ✓ DIT and the HSE should establish a centre of excellence to support local enterprise with research and advice.

### 6.2 Employment

- ✓ In terms of economic development, the group felt that employment opportunities for local residents should be maximised, throughout all stages of the project development. Apprenticeships and skilled jobs should be available for local residents, particularly the more vulnerable, and there should be a target number of positions to be filled.
- ✓ It was suggested that DIT and the HSE should engage with FAS and Social Welfare offices in sourcing people and training them to take up jobs on offer.
- ✓ Going forward, the need for DIT and HSE to develop employment strategies was noted. It was also felt that such strategies should state the number and type of job positions that will be available.

# 7

## Section Seven: Grangegorman and the Surrounding Neighbourhoods - Social Inclusion

**Workshop theme:** Social Inclusion

**Workshop session:** 1 October 2007

**Attendance:** Approximately 45 people

**Materials available:** Materials from North West Inner City Network, RAPID, and the Dublin Inner City Partnership

As noted above, this workshop identified a range of key concerns and aspirations relating to economic development and social inclusion. For the purposes of clarity, the aspirations and concerns regarding social inclusion and economic development are detailed separately (see Section Six for feedback on Economic Development).

This workshop identified a range of key concerns and aspirations under the following headings:

1. Development of Social Inclusion Strategies
2. New Communities
3. Older People
4. Lone Parents



## 7.1 Development of Social Inclusion Strategies

- ✓ There were a number of socially excluded and other groups not in attendance at the workshops and it was felt that these groups should be consulted in order to ensure that the consultation process was representative.
- ✓ It was feared that promoting social inclusion is no more than an afterthought in the context of the development as against being a core objective of the project. The GDA should ensure that social inclusion is a primary and measurable objective of the overall project. The Master Plan needs to reflect this central objective.
- ✓ Concerns were expressed that DIT and the HSE on their own will be unable to deliver on social inclusion. It was felt that an inter-departmental plan is required from the governmental departments in relation to social inclusion and economic development. GDA should be tasked with securing this plan, and the plan should clearly demonstrate how social inclusion and economic development will be delivered.
- ✓ This development has to focus on the needs of the community, not the needs of the HSE and DIT and it is hoped that consideration will be given to the local community in advance and during construction.
- ✓ Social inclusion should be considered not only in the context of residents living in the area but also with an eye to anyone who will be affected by the development.
- ✓ The effects/impact of the project on the immediate area and the wider neighbourhood should be planned for and due consideration given to impacts on nightlife, local employment, housing, and RAPID targets etc.
- ✓ The HSE as a state agency carries a large responsibility for social inclusion.
- ✓ There are concerns about the number of people with substance abuse issues, the homeless and young teenage mothers in the area. It was felt that more information is needed in this regard and hence it was suggested that an audit should be carried out to accurately determine the level of each group.
- ✓ Definite individual strategies should be developed around the needs of homeless, substance misusers and people with mental health issues, while recognising also that the issues of homelessness, substance misuse and mental health issues often overlap in the lives of vulnerable individuals. It is important therefore that a holistic approach to tackling these issues be adopted.
- ✓ An audit of needs in the area, for example educational and social inclusion needs, should be carried out to inform plans and strategies.

## 7.2 New Communities

- ✓ There is a growing population of foreign nationals (New Communities), (an attendee noted that the Census 2006 estimates show that 37% of the population of the North West Inner City are members of New Communities). It was felt therefore that steps should be taken to promote greater integration between New Communities and existing communities in the Neighbourhood. It was noted that failing to promote integration may well result in ghetto-like situations emerging in the North West Inner City over time. Extra effort should be made to capture the views of New Communities.

## 7.3 Older People

- ✓ It was considered vital that the needs of older people are considered at the design and operational stages e.g. whatever transport system is developed on campus should be available to older people free of charge.
- ✓ Particular attention should be given to older men and women who are not linked in with services for reasons of mobility or general isolation, and appropriate outreach programmes should be developed to connect vulnerable older people with appropriate services.

## 7.4 Lone Parents

- ✓ Lone parent figures would appear to be very high in the area and have grown in recent years (according to figures provided up to 2002). There was a request for information as to why this is the case. Provision of crèche facilities was recommended to at least support a return to formal education.
- ✓ Further issues relating to education were considered at this workshop and are included in Section Three.

# 8

## Section Eight: Relationship between the Community and GDA

**Presentation Made:** *Masterplan Process* Gerry Murphy, GDA (at Workshop 3)

A common theme emerged at each workshop on the need for a partnership approach between the community and the GDA in planning for this major development.

### 8.1 Community as Important Stakeholder

- ✓ Many in attendance wanted to emphasise the importance of recognising the community as a key stakeholder in the Grangegorman development.
- ✓ Throughout the four workshops, participants emphasised how important it is that the community are listened to and their views are taken on board.
- ✓ The development should build on existing services and facilities in the community.
- ✓ Many questioned how sure they could be that the Master Planner who is chosen will take due account of the vision that is created by the community over the five consultation evenings. A related concern was expressed around the possibility that the Master Planner will stay married to their original plan and which would have won them the contest: 'Why sacrifice a winning plan for the wishes of the community?' (See also Section 8.3.)
- ✓ There is a desire on the part of the community to collaborate with Grangegorman Development Agency rather than simply be consulted. One of the obstacles to that collaboration is the mistrust between the two parties. However, collaboration would help overcome that lack of trust. It was also noted that the words used and behaviour shown at times have not helped in building trust.
- ✓ Some in attendance publicly questioned the independence of the chief facilitator and also sought the use of an independent chairperson for the evenings (i.e. not the CEO of the Grangegorman Development Agency). Some people expressed concerns regarding how the video recordings made at the first three workshops were to be utilised and whether individuals' comments would be identified in the final report or to the Agency.
- ✓ A number of people had concerns as to how the Public Private Partnership arrangement would affect community ownership and as to whether it could result in privatisation, particularly of the health services.



- ✓ Concern was expressed regarding the timing and location of the workshops and the consequential effect on the attendance numbers.
- ✓ The map provided at the first workshop did not show the full Grangegorman Neighbourhood Area as defined in the legislation.

## 8.2 Other Groups to be Consulted

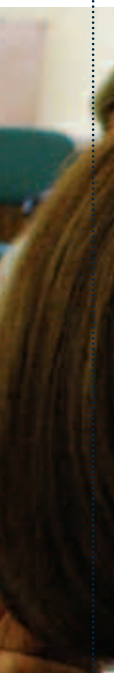
- ✓ The socially excluded should have a voice in the development, and they should be directly consulted as they have not been represented at the public workshops.
- ✓ There should be proper consultation with the new communities in the area.
- ✓ People living in local authority housing on Constitution Hill should be consulted, particularly in relation to how the proposed transport links will affect them.
- ✓ Young people, students, health workers and business owners should be included in the consultation.

## 8.3 Future Consultations and Responses to the Masterplan

- ✓ People expressed a strong desire to see a draft report on the workshops and to be given the opportunity to comment and suggest enhancements.
- ✓ Some people had concerns that once the Master plan team is appointed and the contract is signed, that the master plan will be primarily based on what was submitted for the competition and that therefore the community's vision will not influence the master plan in any meaningful way.
- ✓ There needs to be real consultation with the community and money/resources to buy in technical assistance should be made available by the Agency to support the community in making its response to the masterplan during the limited feedback time. The community may find it difficult to resource the masterplan consultation process in terms of time and expertise from its own purse.
- ✓ When the strategic plan is produced, there will be a limited time for consultation. The GDA may wish to look at this window in order to ensure that it leaves adequate time for the community to respond.
- ✓ It was suggested that the Master Planner would be obliged to bring forward their plans for public review and explain how they have integrated the concerns, aspirations and overall vision of the community for the site.
- ✓ A further concern was expressed regarding the community's right of redress if they are not happy with the manner in which the Master Planner has integrated the views of the community into the plans brought forward.

## 8.4 Issues related to Representation

- ✓ Some felt that the elected Community Representatives are not being listened to and feel that they are blocked from appropriately representing the concerns of the community at various decision making tables and consequently have little confidence in the workshop process.
- ✓ Some people expressed concern about the confidentiality clause required of GDA Board members restricting the community representative from properly feeding back issues that concern the community, to the community.
- ✓ There is unease that the community, as a stakeholder, don't and won't have the power to influence decisions that impact upon them.
- ✓ A number of participants strongly believe that the community was actively excluded from the process for selection of the Master Planner, and repeatedly expressed their strong annoyance and dissatisfaction that there was no community representation on either of the two juries for the Master planning team selection. It was also noted that the community have the necessary expertise to be involved in the decision making regarding the master plan, and the selection of the master planning team.



- ✓ The community want a defined space to be involved in the master planning process in the future. Residents need to know that they are equal members in the process if trust is to be built between the two parties.
- ✓ There were concerns raised about the lack of recognition being given to the Grangegorman Community Forum and the fact that the North West Inner City Network will be resourced by GDA for a part-time community co-ordinator rather than the GCF.
- ✓ Adequate resourcing for the community should be provided. The €20,000 per annum proposal by the GDA to the North West Inner City Network was not sufficient nor was the seconding of staff from the GDA acceptable. The Grangegorman Community Forum should be resourced.
- ✓ Concern was expressed at the small number of Grangegorman Development Agency Board members in attendance at the public consultations.
- ✓ It was suggested that the Grangegorman Development Agency should engage in 'participatory design' during future consultations, particularly when developing the masterplan so that as many members of the community are involved as possible.
- ✓ The Grangegorman Development Agency Board should meet with the community in a public meeting when the report is launched and engage in dialogue and discussion with them regarding its findings and the community's future role as a stakeholder in the development.
- ✓ It was felt that a feed back process which would inform people as to why certain proposals/recommendations had not been implemented would reassure the community and help ensure support of the project.

## 8.5 Questions and Information to be Addressed

- ✓ There is a definite desire for more detailed information about the development. Many noted that it is very difficult to vision for the future without specific information.
- ✓ Some people raised concerns about the lack of quality and the inadequate level of detail contained in presentations given and that insufficient questions were answered. They requested information about what DIT and HSE are going to build on the campus and how are they going to impact on the lives of people in the community.
- ✓ More specific information was requested from the HSE regarding their plans for the Grangegorman site. There is concern that the full picture is not being presented and that information such as staff numbers, patient numbers and out patient numbers is not being provided to the community. It was felt that this information would have a major bearing on other issues such as transportation.



- ✓ Many felt it is critical that information is forthcoming regarding the plans for Broadstone due to the impact that any such plans will have on the Grangegorman development. Some people stated that if CIE is outside the planning framework for the development, they would have questions as to how the GDA can comprehensively answer questions related to transport. Some suggested that it would be helpful to have a presentation from CIE who are the key players in relation to transport.
- ✓ Some requested more information in relation to the DIT traffic survey - specifically what seven major DIT centres were included and any information as to where the students and staff were travelling from. Any subsequent studies on current student traffic modes would be helpful.
- ✓ Questions were asked as to what percentage of the land will be given over to the HSE. The figure of 40% was mentioned and people asked if this would be allocated solely for community health care or would a corporate Headquarters be located on site.
- ✓ Clarification was sought on the precise catchment area that will be served by the HSE facilities on site and on where exactly the HSE is to be located on the campus.
- ✓ Confusion about whether a primary and secondary school is being provided on site was reported. Questions were raised as to whether they are included in the Dublin City Development Plan, and if so, has funding been agreed by the Department of Education and Science. There was a request for clarification on these points.



- ✓ There was a request for the names of potential patrons for the school on the basis that schools are typically built on the request of a patron since the absence of a patron has caused difficulties in other areas.
- ✓ A question was raised regarding how many students the campus will accommodate (in student accommodation) and where exactly on the campus student accommodation will be located.
- ✓ Some people expressed concern that the focus to date has been on the built environment. They asked what expertise would be brought in to focus on the human environment and how they would be selected.
- ✓ The question was asked as to whether or not the GDA is subject to the Freedom of Information Act.
- ✓ Some people asked what the relationship will be between the Master plan and the Dublin City Development Plan. It is important to note that the Dublin City Development Plan has committed to sustainable development and supports the use of Agenda 21 processes for inclusive development. This should be noted by the GDA when considering the community's role throughout the development process.
- ✓ Some questioned whether the resources would be available to deliver the project.







# 9

## Section Nine: A Vision for Grangegorman

The final two workshops were focused on developing a vision for the Grangegorman development. They drew together the themes explored during the earlier workshop sessions with a view to recording and documenting the needs and aspirations of the community as an input to the masterplanning exercise due to commence soon.

Various visions for the development were articulated over the two workshops and each vision represents the hopes and dreams of each particular participant group.

The community, in general, were anxious to articulate that they welcome the project, seeing it as an opportunity to enhance both the built and human environment of the area.

### 9.1 The Assets and Needs of the Grangegorman Neighbourhood

During the breakout sessions, each group reviewed the area's needs while also looking at its assets and strengths, seeking to build on what the community already has as well as addressing what it needs. The assets and needs listed are the collective outcomes of table discussions.

#### 9.1.1 Neighbourhood Assets-

A number of key community assets were identified and are recorded below. These assets are categorised as follows; physical infrastructure, gifts and talents of individuals, community associations and local institutions.

##### Physical Infrastructure

- ✓ The location of Grangegorman area was identified as one of its primary assets with its proximity to the city centre and to the Phoenix Park seen as very

advantageous for all those living in the area.

- ✓ The current streetscape is a rich and varied one with new and modern buildings alongside historic architecture.
- ✓ The history and heritage of the area are assets that are valued by the community.
- ✓ The parks in the area, although limited in number, are used and enjoyed by both young and old.
- ✓ The current public transport infrastructure including the Luas and bus services is an asset to the area.

##### The Gifts and Talents of Individuals

- ✓ There are many committed individuals with a lot of energy in the area. There is a strong sense of community confidence and there are many talented adults and children.
- ✓ There is a great resource of a large population of young people and older people.
- ✓ There is a great richness of cultural diversity and

variety with many New Communities who have brought new cultures and talents to the area. They are highly motivated and have lifted the morale in local schools.

- ✓ There are many professional people, including people from the legal profession, historians, teachers, journalists and healthcare professionals living in the area.
- ✓ There is a strong artistic community.
- ✓ There is a warm and friendly feeling in the area with a strong down to earth village atmosphere.
- ✓ There is a tradition of caring in the community, particularly in relation to people with mental health issues.
- ✓ There is a strong sense of hope and expectation about the development.

#### **Citizens Associations**

- ✓ Dublin 7 Educate Together
- ✓ Mother and Toddler groups
- ✓ Strong residents associations
- ✓ Grangegorman Forum/GRÁ
- ✓ Senior Citizens Groups, Macro Community Centre
- ✓ Voluntary sports clubs e.g. GAA
- ✓ A number of community networks.

#### **Local Institutions**

- ✓ Local schools – primary and secondary
- ✓ DIT
- ✓ There are many local small businesses with local entrepreneurs and shop owners and a strong sense of enterprise in the area.
- ✓ Regional Youth Service
- ✓ North West Inner City Network
- ✓ Dublin Inner City Partnership

### **9.1.2 Neighbourhood Needs**

#### **Transport**

- ✓ Traffic congestion is a serious issue in the area and there is a need for better traffic control.
- ✓ There is a problematic network of small, narrow, one way streets which make access to the area difficult.
- ✓ Public transport provision in the area is inadequate.

#### **Social Inclusion**

- ✓ High rents are being charged for social housing in the area which disadvantages low income families/individuals.

- ✓ There are large numbers of homeless, disabled and older people living in the area.
- ✓ There are high levels of economic disadvantage and unemployment in the area.

#### **Education**

- ✓ Early school leaving must be addressed and there is a very poor rate of progression on to third level.
- ✓ Literacy is a significant problem in the Grangegorman neighbourhood and an audit of literacy levels in the area is required.
- ✓ There is a high percentage of New Communities in the area and there is a corresponding need for English as a Foreign Language classes for children and parents. It is important that we learn from the UK and France in this regard.
- ✓ Schools and facilities in the area have not been adequately maintained due to lack of funds and are now run down.
- ✓ There are very few green spaces available to local schools.
- ✓ There are high levels of educational disadvantage with poor levels of educational attainment.

#### **Health**

- ✓ There is a shortage of GPs and dentists in the area.
- ✓ Services for older people such as chiropody are under strain.
- ✓ There is already pressure on the health services due to a growing population.

#### **Physical Spaces/Public Places**

- ✓ More green spaces and playgrounds are needed for local residents and children.
- ✓ Community infrastructure is poor in the area and there are inadequate meeting places for community groups.
- ✓ Street cleaning and an enhanced focus on the public domain are badly needed in the area.
- ✓ There are insufficient community crèche services and facilities for parents with young children.
- ✓ The physical environment in the area is not accessible for people with disabilities.

#### **Community Representation**

- ✓ There is a need for proper community representation so that the community are taken seriously along with other stakeholders during all stages of the process.
- ✓ There is a need for a better information flow which is open and transparent so that the community can be empowered.



## 9.2 Group visions for the Grangegorman development

At the final workshops the participants formed individual table groups and engaged in vision-making. These individual visions are documented in this section of the report

### Vision 1

#### Transport

- ✓ There will be a coordinated first class public transport system which will be provided prior to the construction phase of the development. The impact on the community will be minimised during the construction of the transport system.
- ✓ It will be a car free campus and there will be trains/trams on campus. The Broadstone site will be included in the development.

#### Social Inclusion

- ✓ The GDA and Government departments will present policies/frameworks for social inclusion. English language classes will be provided and DIT will have an institute for minority entrepreneurship.

#### Education

- ✓ There will be adequate student accommodation for those attending the university. Local children will be assured of access to the university. There will be part time, evening, and Saturday courses and there will be a focus on education for older people.



- ✓ Playschools and preschools will be provided and other supports will be put in place for children in the area e.g. homework clubs.

#### Health

- ✓ The HSE services provided will be for the community rather than HSE administration. These services will be publicly owned. GP training will be provided on the campus which will help address the shortage of GPs in the area. Services for older people will be prioritised.

#### Physical Space/Public Places

- ✓ 50% of the campus will be open/green spaces which are accessible to locals.
- ✓ All campus facilities will be developed so as to encourage integration with the community. Sports facilities will be plentiful, some of which could be roof top facilities, and there will be a number of swimming pools.

#### Economic Development

- ✓ Apprenticeships will be provided during the construction of the campus. There will be supports for start-up businesses, including training.

## Vision 2

### Transport

- ✓ A traffic plan and strategy will be developed to include Broadstone. Schemes such as a preferential disc parking scheme for local residents should be developed so that residents are not inconvenienced.

### Social Inclusion

- ✓ A social inclusion plan will be created which develops services and maximises opportunities for all groups within the community.
- ✓ The area will be a model in terms of access for people with disabilities.

### Education

- ✓ There will be a serious strategic educational plan with goals and objectives that focus on lifelong learning. This will involve local access officers who will improve access to third level education for young people living in the area. The development will 'lift all boats' as has happened in the Docklands.

### Health

- ✓ The HSE will develop more preventative health programmes and improve primary care in the area.
- ✓ It will work to develop a 'best practice' model of healthcare for the area.

### Economic Development

- ✓ There will be apprenticeships for local people who will train with DIT.
- ✓ There will be access to resources for the community and the objective will be to ensure maximum gain for the community from the development in terms of jobs and businesses.

### Physical Space/Public Places

- ✓ Certain areas will be 'ringfenced' for community gain.

### Representative Structures

- ✓ There will be one voice for the community, which has access to resources and is a legalised and formal structure.

## Vision 3

### Transport

- ✓ This is a number one issue that needs to be tackled in a proactive rather than a reactive manner.

### Physical space/public spaces

- ✓ Given the proximity to the Phoenix Park, public spaces will serve primarily as buffers between the campus and local residents.
- ✓ There will be a number of entrance points on to the campus.
- ✓ The community and sports facilities will be available for a nominal family fee in order to increase accessibility for the local community.

### Education

- ✓ There will be mentoring and work experience in the community for DIT students. DIT has a good reputation for practical vocational education but cannot and should not be expected to solve all the problems of the area.

### Health

- ✓ The HSE will serve immediate community needs rather than operate as an administrative hub.

### Economic Development

- ✓ There will be employment and training programmes for local people.
- ✓ Dublin City Council should play a role in relation to the commercial development of the area.
- ✓ The artistic and historic atmosphere of the area will be retained and studio and exhibition spaces will be made available to the artistic community in the area.
- ✓ There should be a limit on the number of convenience shops and fast food restaurants.
- ✓ A bank and post office should be provided on the campus.



## Vision 4

### Transport

- ✓ The Broadstone site should be incorporated into the transport system.

### Social Inclusion

- ✓ There will be collaborative research projects involving community members who are socially excluded and who have not been involved in this process to date.

### Education

- ✓ There will be interdepartmental collaboration between the various state agencies, resulting in joined up thinking in relation to the educational difficulties in the area.
- ✓ Literacy issues will be tackled. Local children will be supported to improve their access to third level as issues such as literacy, truancy etc. are tackled by all parties.
- ✓ The campus will be a model of innovation, creativity and excellence.

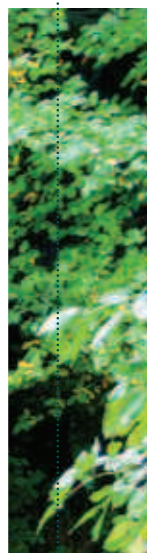
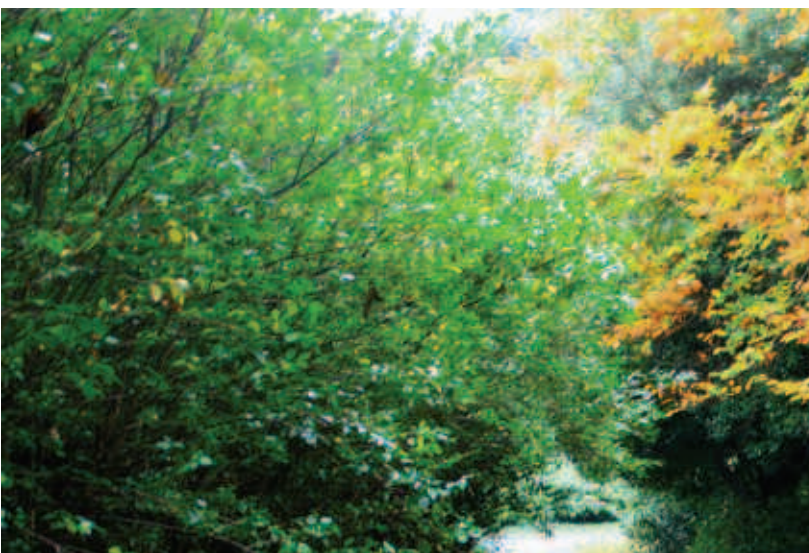


### Physical Space/Public Places

- ✓ There will be community meeting spaces for local community and voluntary groups.
- ✓ Sports facilities will be enhanced.
- ✓ The public domain will be enhanced and there will be meeting places for accidental and unintentional social interaction.
- ✓ The external perception of the area will be improved.
- ✓ The development will leave a zero carbon footprint.
- ✓ There will be contemporary architecture that is married with the historic architecture in the area.

### Representative Structures

- ✓ There is an opportunity in relation to the Aarhus Convention 2005. As a member of Europe, Ireland is bound by the Aarhus Convention, ratified by the EU in 2005 which assures a community's right to information, participation, and justice in the development of any project that will dramatically affect its surrounding environment and this will inform the approach taken by the GDA.
- ✓ The report from the public consultation will be incorporated into the masterplan.
- ✓ There will be genuine stakeholder involvement and the community will be listened to.



## Vision 5

### Transport

- ✓ Broadstone will be integrated into the development and the traffic infrastructure will be put in place before the construction phase commences as took place in Adamstown.

### Education

- ✓ DIT will be a world class institution with a community development department similar to that of Colombia University in the United States.
- ✓ There will be adequate student accommodation on the campus and the rental market in the area will not be overwhelmed by the influx of students.
- ✓ A cap will be placed on student numbers so that the student population remains consistent over the years.

### Health

- ✓ Patients with mental health issues will be accommodated appropriately on the campus.
- ✓ The services provided by the HSE will be for the local area.

### Social Inclusion

- ✓ The social inclusion brief in the masterplan will be revisited with reference made to the work undertaken by the Grangegorman Community Forum Taskforce.
- ✓ The Gardai will be included in the process and the community will continue to build on their good relationship with them, working to improve the security of the area.

### Economic Development/Employment

- ✓ There will be local employment at all levels.

### Physical Space/Public Places

- ✓ Green space will be prioritised so that the maximum amount of green space is provided.
- ✓ A pre-condition prior to construction will be that the planning rules are implemented in full.
- ✓ Another pre-condition will be that the infrastructure of the surrounding area is improved and/or restored.

### Representative Structures

- ✓ The GDA will broaden their vision and will look outwards beyond the Grangegorman area to all surrounding areas that will be affected by the development.
- ✓ Information regarding the development will be provided to the community on an ongoing basis and the community will be respected as a key stakeholder.
- ✓ The community representatives will be treated with respect by the GDA and the Grangegorman Community Forum will be recognised as representing the Grangegorman Neighbourhood community.



## Vision 6

- ✓ There will be joined up thinking between the various departments, state agencies and Dublin City Council so that development in the area takes place in a meaningful and cohesive manner and so that a co-ordinated vision extends beyond the immediate masterplan for Grangegorman. The Phibsboro Area Plan and other developments in the area such as O'Deveney Gardens will be reviewed in the context of the Grangegorman Masterplan so that the cumulative impact of these developments, and all surrounding developments in the city, can be proactively considered and appropriate actions taken.

### Transport

- ✓ The campus will be a car free zone that is well served by a variety of public transport systems including bus, Luas and metro.
- ✓ Cyclists and pedestrians will be prioritised and there will be an adequate provision of cycle lanes and pedestrian crossings.



- ✓ The Broadstone site will have been incorporated into the campus site.
- ✓ There will be numerous access points onto the campus.

### Social Inclusion

- ✓ Support will be provided to local services that are working well. An example of one such group is Bradóg Youth Services which works in a creative way with young people from the area.

### Education

- ✓ The vocational education opportunities will be harnessed for people in the area so that they can progress into employment.
- ✓ The HSE and the DIT will provide a 'one stop shop' service for children in the area where facilities and supports such as psychological assessments and speech and language therapy are provided.
- ✓ There will be a focus on the arts as a means of enabling young people to learn.
- ✓ DIT will be a treasure chest of expertise and knowledge that will be used to help local interests and projects. The research capacity of DIT will be leveraged to benefit the area and also to build relationships between the community and DIT.
- ✓ There will be a training centre for the Gardai on the campus which will provide training in an urban and community setting. This will result in an additional gardai presence in the area which will improve security for students and the community.



### Health

- ✓ The HSE will work in partnership with DIT to cater for health related disciplines on the campus e.g. GP training. This in turn will result in more GPs setting up practice in the area.

### Economic Development/Employment

- ✓ There will be an increase in employment opportunities, at all levels, for the local community.

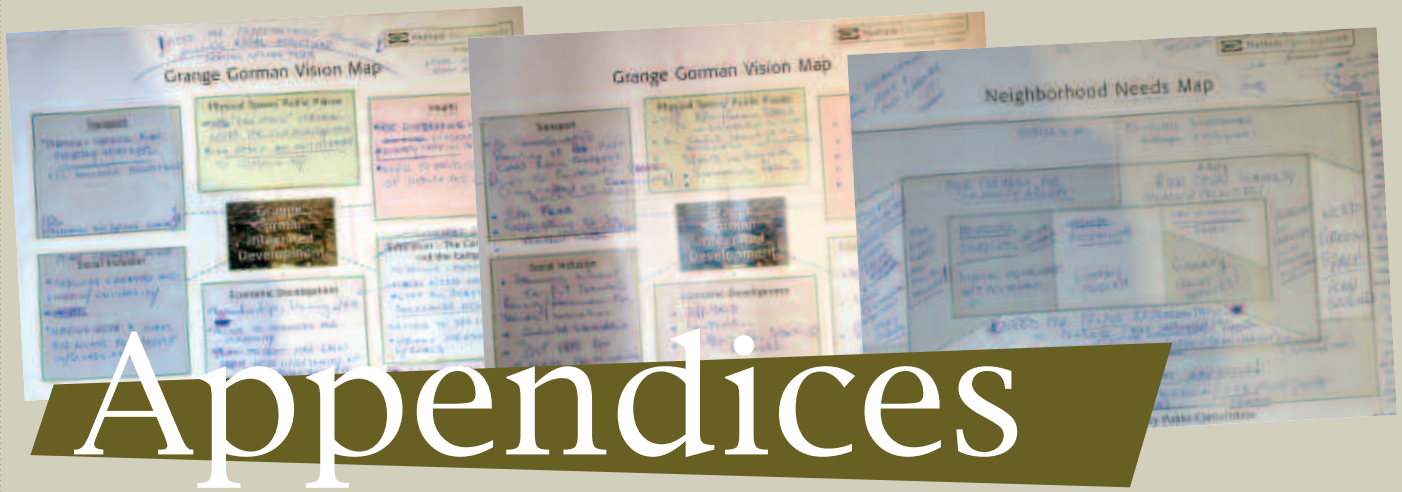
### Physical Space/Public Places

- ✓ The development will be a landmark sustainable project that will be used as an example of 'best practice' at a national level. It will ensure economic, social, environmental, physical and cultural sustainability.
- ✓ There will be numerous facilities for the local community such as libraries, swimming pools and schools.
- ✓ Meeting places will be provided on the campus for local community and voluntary groups.
- ✓ There will be a community arts facility that could be home to a local arts group, such as a theatre company.
- ✓ There will be facilities on the campus for children to engage in safe and unstructured play.
- ✓ A 'Percentage for Arts' scheme will be incorporated in the development. This fund will be managed by the community, thereby communicating trust and facilitating the community's sense of engagement in the development. A model similar to the Ballymun Community Arts Projects will be used.

### Consultation

- ✓ The visions and issues/suggestions articulated at the workshops should influence the masterplan process and this should be transparent to the community.
- ✓ The community should have direct contact with the Board of the GDA to address concerns with the consultation process and to convey the views and aspirations of the community directly.





# Appendices

## Appendix 1

### Methodology

An open invitation was issued by the Grangegorman Development Agency (GDA) to residents and local groups, organisations and associations of the Grangegorman Neighbourhood to engage in public consultation workshops.

The purpose of these workshops was to enable the community, as an important stakeholder in the project, to articulate its aspirations and vision for the future development of Grangegorman. The clear articulation of the community's views would enable the Grangegorman Development Agency to accurately brief its Masterplan Design Team on the issues, aspirations and physical requirements for the development from a community perspective.

These workshops were arranged by the GDA and facilitated by Nurture Development and Chambers Ireland. The workshops took place at St Paul's C.B.S Secondary School, North Brunswick Street, Dublin 7 on the following dates:

- 10 September 2007
- 17 September 2007
- 24 September 2007
- 1 October 2007
- 15 October 2007

A sixth workshop was also held on Saturday 20th October in order to accommodate those who had not been able to attend the previous workshops. A tour of the Grangegorman site also took place on that day in response to a number of requests from members of the local community.

Each workshop at St Paul's commenced at 7.30 pm and finished at approximately 10.30 pm. The final workshop in the GDA's offices commenced at 2.00 pm. and finished at 4.30 pm.

### 1.2.1 Promotion of the Workshops

The workshops were advertised through a number of different communication channels. A newsletter highlighting the workshops was printed (see the GDA website [www.ggda.ie](http://www.ggda.ie)) and copies were circulated to the following groups:

- 24,000 copies to households/business premises in Dublin 7.
- Members of the GDA Board
- All Consultative Group members.
- 50 copies of newsletter were sent to each of the Grangegorman registered groups for their internal distribution.
- Constituency Dáil members, local councillors and individuals such as the City Manager etc.

A copy of the newsletter was also uploaded on the Agency website.

Newspaper advertisements were taken out in the following national and local papers:

- Evening Herald
- Irish Times
- Irish Independent
- Northside People
- Metro Eireann
- Herald Am
- Herald

A3 and A4 size posters were produced and displayed in over 30 locations including the following:

- libraries
- shops
- businesses
- DCC offices
- Church centres
- Community halls

Local churches were also asked to inform members of their congregation of forthcoming workshops.

Throughout the process, every effort was made to keep the community, and particularly those who had engaged in the workshops, informed. The following communications also took place:

- An email was sent on the 28th September 2007 to all those who had attended previous workshops and who had provided email address to remind them of the dates of the remaining workshops during October.
- A presentation was made by Nurture Development to the Consultative Group on September 12th 2007



following the first workshop with a view to assessing the workshop and planning enhancements for the remaining workshops.

- A presentation was made by Nurture Development to the Board of the GDA on September 24th 2007 following the first two workshops.
- An email or letter (where no email address was available) was sent on the 10th October to all Consultative Group members and those who had attended the previous four workshops enclosing a copy of a draft feedback report on the first four workshops and advising of the vision workshops planned and of the guided walk of the Grangegorman site to take place on 20th October.
- A letter dated 15th October was sent to all the Grangegorman Registered Groups advising them of the guided walk and the repeat vision workshop on 20th October.
- An email or letter (where no email address was available) was sent on the 26th October to all Consultative Group members and those who had attended the final two 'vision' workshops enclosing a copy of a draft feedback report on those workshops and seeking comments.
- There was an additional newsletter delivery, advertising the workshops, to households and businesses in the Kings Inns area immediately following the first workshop.
- All documents and presentations made during the workshops were uploaded on to the GDA website.

## 1.2.2 Workshop Themes

Each workshop addressed a specific theme, so that as broad a range of issues could be explored as possible. The themes were as follows:

- Workshop 1  
Introduction and Overview and Open Space and Public Areas
- Workshop 2  
The Campus and the Community (DIT and the Community)
- Workshop 3  
Linking Grangegorman to the City (Health Facilities and Transport)
- Workshop 4  
Grangegorman and the Surrounding Neighbourhoods (Social Inclusion and Economic Development)
- Workshop 5 - Vision Making
- Workshop 6 - Vision Making

Three of the workshops were preceded by a presentation from a relevant agency representative which included the Grangegorman Development Agency, the Health Service Executive and DIT. The objective of these presentations was to provide an overview of the agencies' plans in relation to the Grangegorman site. At the fourth workshop, a number of documents focusing on social inclusion were distributed so that participants had relevant information regarding socially excluded groupings in the area to hand. See the GDA website [www.ggda.ie](http://www.ggda.ie) for the presentations. The presentations and materials distributed at the workshops are listed in Appendix 2.

The purpose of the fifth and sixth workshops was to bring together all of the themes explored in the first four workshops with a view to creating an integrated community vision for the development going forward. The fifth and sixth workshops drew on the discussions of the first four workshops. A copy of a draft report detailing the issues, recommendations and discussions of the first four workshops had already been distributed to those in attendance and was available again on the night.

## 1.2.3 Promoting Active Participation

The GDA instructed Nurture Development from the outset that the objective of the workshops was the inclusion and active participation of a wide base of community representatives in an open, honest and creative discussion that would assist the GDA, and in turn the Masterplanning Team, in identifying and addressing the issues, aspirations and physical requirements for the development and of the surrounding community.

A number of participatory methods were employed at each of the workshops, including two specific approaches known as Rapid Participatory Appraisal and Appreciative Inquiry.

The room was set out in round tables, each table accommodating up to 12 people.

A large aerial photograph of the site was placed at each table so as to facilitate discussions relating to the site (this aerial photograph was amended for the second workshop onwards to include the full extent of the Grangegorman Neighbourhood area). Materials were provided to enable participants to practically illustrate their points and suggestions on the aerial photograph. Tea, coffee, sandwiches and pastries were provided at the evening meetings in St. Paul's School.

An agenda specific to each evening was distributed at the beginning of each workshop which outlined the presentations to be made, the time for general discussion and most importantly, the time to be spent in table discussions-breakout workshops.

The table discussions/breakout workshops were seen as the most important element of the workshops in that they allowed for the democratic participation of all parties and ensured that all those in attendance were able to voice their concerns and vision. This element of the workshops was monitored throughout the process through feedback questionnaires.

The average percentage response to the two general questions over the six workshops were as follows:

***Do you think that this workshop gave you a chance to express any concerns you may have?***

Yes: 91.9%

No: 8.1%

***Do you think that this workshop gave you an opportunity to put forward what you would like to see happen in Grangegorman?***

Yes: 92.05%

No: 7.95%

The percentage response on a workshop by workshop basis was as follows:

**Do you think that this workshop gave you a chance to express any concerns you may have?**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Yes</b>	89%	95.7%	77.8%	100%	100%	88.9%
<b>No</b>	11%	4.3%	22.2%	0%	0%	11.1%

**Do you think that this workshop gave you an opportunity to put forward what you would like to see happen in Grangegorman?**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Yes</b>	100%	95.2%	57.1%	100%	100%	100%
<b>No</b>	0%	4.8%	42.9%	0%	0%	0%

During the fifth and sixth workshops, an approach similar to the Planning for Real model was employed. The community citizenry in attendance at each meeting were invited firstly to identify what currently exists in their area. This is sometimes referred to as asset mapping. Secondly, participants were facilitated to identify gaps (gap analysis) in community infrastructure and finally participants were invited to identify ways of building on the assets that currently exist. Some tools specific to the project were developed in order to facilitate this process.

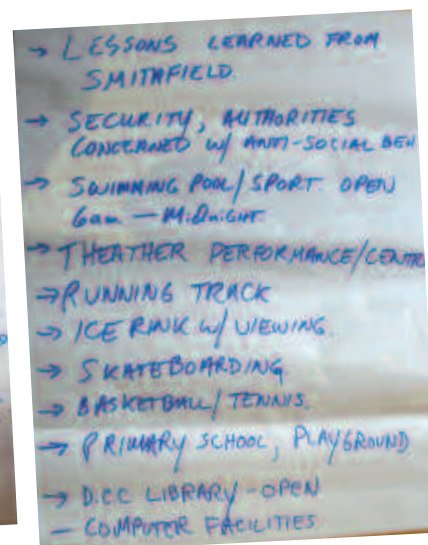
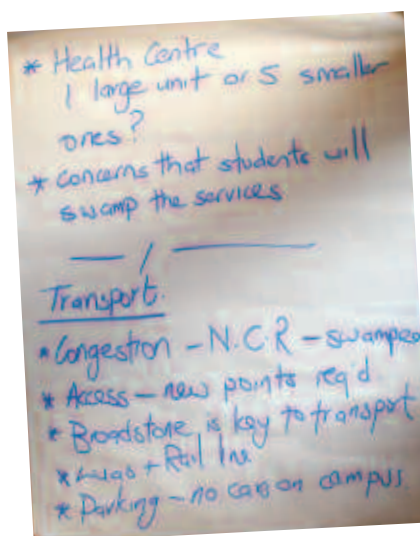
## 1.2.4 Compilation of the Report

A draft report was compiled on completion of the first four workshops which recorded the feedback and discussions of the participants in relation to the various themes. Feedback had been recorded throughout the process by both the table facilitators and by a number of individuals who had recorded the discussions and feedback during the plenary sessions.

This draft report was then distributed to all who had attended the workshops and individuals were asked to comment on the accuracy of the report and to give their feedback on it. Where the amendments proposed reflected the discussions that had taken place, either during the table discussions or the general sessions, they were incorporated into the report.

Similarly, a draft report was compiled following the two vision workshops which outlined the visions that had been developed by the various groups in attendance. Feedback and comments were requested and incorporated in a similar fashion.

Comments sheets were received from four individuals in response to the first draft report and two comment sheets were received in response to the second document.



## Appendix 2

### List of presentations and materials used at Workshops

#### Presentations

##### Workshop 1

Grangegorman Community Workshop, Gerry Murphy, GDA

##### Workshop 2

DIT Today, Dr. Noel O'Connor, DIT

##### Workshop 3

Transportation/Links, Gerry Murphy, GDA

Grangegorman Site – HSE, Anne O'Connor, HSE

Masterplan Process, Gerry Murphy, GDA

#### Materials Distributed

##### Workshop 4

'Investing in Community - Responding to Changing Landscapes' Summary Sheet 2006 The North West Inner City Network

Extract from the RAPID Action Plan of 2002

Extract from the Dublin Inner City Partnership Study 'The Changing Face of Dublin's Inner City





## Grangegorman Development Agency

### **Grangegorman Development Agency**

St. Brendan's Hospital, Grangegorman, Dublin 7

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# Grangegorman Development Agency



Grangegorman  
Development Agency

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The Grangegorman Development  
**What would you like to see?**

Report on the Proceedings of  
Two Consultation Workshops with DIT staff

Conducted on behalf of  
**Grangegorman Development Agency**



Conducted by:  
Nurture Development Ltd.





# Introduction

The re-development of the 73 acre Grangegorman site in the heart of Dublin offers a unique opportunity for the creation of a re-vitalised north inner city. The new city quarter will incorporate all of Dublin Institute of Technology (DIT) in one location, new primary and community health facilities for the Health Service Executive (HSE), as well as new facilities for the local community.

The Grangegorman Development Agency (GDA) and the Dublin Institute of Technology wished to engage with DIT staff in detail on specific issues of interest. A consultation workshop was held on Tuesday 13th and Wednesday 14th November 2007 in DIT Aungier Street and Bolton Street respectively, and was facilitated by Nurture Development.

GDA issued an open invitation via the DIT intranet to DIT staff to engage in these consultation workshops. The purpose of both workshops was to enable DIT staff, as an important stakeholder in the project, to articulate their aspirations and vision for the new Grangegorman campus. This vision will, in conjunction with the vision of other stakeholders, inform the masterplanning process.

An introductory presentation was made by Gerry Murphy of the Grangegorman Development Agency which is available on the staff intranet.

The workshop focused on four key questions which were as follows:

1. What are the strengths/assets of what DIT currently offers its staff that should be continued on the Grangegorman Campus?
2. From a DIT staff perspective, what additional facilities and amenities are needed?
3. Looking to the future, in light of the current strengths and needs of the staff, what is your vision for the new campus?
4. What are your priorities in terms of those wishes and aspirations?

Various visions for the development were articulated during the workshop and these have been incorporated into one overall vision as common themes emerged in the aspirations of the participants in both workshops.





1

# Strengths & Assets

The following section captures the collective views of the staff across both workshops in relation to the Institute's current strengths and assets from a staff perspective. The attendees were invited to address the following question:

"What are the strengths/assets of what DIT currently offers its staff that should be continued on the Grangegorman Campus?"

Their views are reported below.

## 1.1 Location

- ✓ DIT has a strong identity as a city centre Third Level Institution.

## 1.2 Staff

- ✓ The staff body is one of DIT's strongest assets.
- ✓ The DIT Staff Development Office is an excellent asset that should be maintained and developed.

## 1.3 Education and Research

- ✓ The separate faculty/building structure has meant that the academic staff can interact and engage with their colleagues and students without difficulty.
- ✓ There is a good student/staff ratio with small class sizes ensuring good interaction and a supportive learning environment. This feature often serves to attract students who are not interested in 'just another' university experience.
- ✓ DIT provides a wide range of courses and disciplines with 31 unique courses on offer.
- ✓ There is a multi level educational structure that provides all levels of courses from NQF Level 3 through to Level 10. This allows for good progression possibilities within DIT for students and also allows for non traditional student access.
- ✓ DIT has strong links with business, including the public, private and third sectors (community, voluntary etc.). These strong links to industry have resulted in graduates that are well prepared for the realities of the work environment.
- ✓ DIT has a strong focus on applied education with extensive laboratory and practical experience for students on offer.
- ✓ The FOCAS building is an excellent asset for DIT, providing a one stop-shop support facility for research activities.



Grangegorman  
Development Agency

## 1.4 Entrepreneurial Support

- ✓ DIT has a strong history of supporting and encouraging entrepreneurs and businesses. The Bolton Trust, established in 1986 by the staff of DIT, is an independent voluntary Trust which encourages and promotes new business enterprise in Ireland. It was strongly felt that this asset should be accommodated on the new campus.
- ✓ The student population is a diverse one.

## 1.5 Ethos and Culture

- ✓ There is a significant amount of overall library space between the various colleges with some colleges better served in terms of library facilities than others. While the Aungier Street Library is too small, it has good facilities.
- ✓ DIT has a small close knit community ethos and a strong sense of identity that should be maintained and carried forward.
- ✓ There is a friendly, family atmosphere due to the small scale of the faculties, class size and small lecture theatres.
- ✓ DIT students come from all social strata and all ages. When the School of Music is included, people from 5 to 80 years partake in the various courses and activities. This, more so than other features, differentiates it from other third level institutions.
- ✓ DIT has a long history and track record of community interaction and its openness to working with and facilitating the community is a tremendous asset.

## 1.6 Brand

- ✓ DIT qualifications have a strong reputation and DIT is well recognised as a third level institution. Strong emphasis was placed on the importance of carrying the brand that is DIT onto the new campus, with a view to promoting and sustaining the unique selling points of the institute.

## 1.7 Academic Services and Facilities

- ✓ There is an excellent library service.

## 1.8 Recreational Services and Facilities

- ✓ The coffee shops on campus provide a good focal point for students.





# Current and Future Needs

The following section captures the collective views of the attendees in relation to the current and future needs of the Institute from a staff perspective. The workshop participants were invited to address the following question:

“From a DIT staff perspective, what additional facilities and amenities are needed now and in the future?”

The following is a record of the views expressed.

## 2.1 Staff Accommodation and Facilities

- ✓ There is currently a shortage of office space in DIT and this must be addressed.
- ✓ In many cases, buildings and offices are only accessible between 9.00a.m. and 5.00p.m. which is not adequate.
- ✓ Staff office facilities vary in standard from building to building. Some staff in attendance at the workshops were of the view that Aungier Street possesses the best facilities at present.
- ✓ Individual staff offices are required so that staff can undertake research and supervise students.

## 2.2 Academic Facilities

- ✓ DIT currently has to use St. Patrick's Cathedral for its conferring ceremonies due to the lack of a ceremonial hall for these and other functions.
- ✓ DIT requires a centralised library which would serve all students and staff.
- ✓ DIT does not have the flexibility in terms of its buildings and/or lecture/teaching rooms which is required for problem based learning.
- ✓ Student discussion rooms are required so that students have appropriate venues to undertake both group and project work.
- ✓ Individual learning facilities would also benefit students.
- ✓ A baseline survey of current and future synergies between faculties and departments is required as a yard stick against which to measure future development, synergy and growth.
- ✓ DIT needs to do something iconic on the new campus such as develop a DIT Virtual Learning Space which will include making improved open course ware available to all i.e. lecture notes, handouts etc.

## 2.3 Education and Research

- ✓ The FOCAS building is already too small for its intended purpose.
- ✓ Research space is necessary for post graduates from all disciplines.
- ✓ DIT requires the appropriate facilities if it is to become a research institute, including individual office spaces for staff.

## 2.4 Enterprise

- ✓ An incubation centre for new businesses would be an additional benefit to the business and entrepreneurial support already provided by DIT.

## 2.5 Ethos and Culture

- ✓ Currently DIT does not have a campus atmosphere due to the multi-locational nature of the institution.



## 2.6 Recreational and Other Student Services and Facilities

- ✓ The following services are required:
  - Centralised sports facilities
  - Cinema
  - Theatre
  - Social area similar to UCD's Gateway project
  - Concert venue
  - Performance and exhibition space for student and community work
  - Central and good quality catering locations rather than scattered small scale facilities.
- ✓ Affordable student accommodation is important, particularly so that a strong sense of campus can develop.
- ✓ Excellent Student Union facilities are important for student support and activities.
- ✓ A state of the art crèche is required by both students and staff.



## 2.7 Transport

- ✓ There were mixed views in relation to transport. Some identified good public transport services and links, alongside an active 'no car policy' on campus as the solution to the inevitable transport and traffic challenges that lie ahead. Others noted that many students, particularly evening students, commute long distances to college by car and that therefore there should be adequate and affordable car parking.
- ✓ It was recommended that an up to date staff and student transport survey should be carried out to ascertain the current reality and future trends.

## 2.8 Design and Environment

- ✓ DIT buildings should be designed so that they are flexible and multi-purpose and can be adapted and changed in line with future educational needs.
- ✓ Space should be used efficiently, for example through maximising the use of rooftops, underground car parks etc.
- ✓ At present there is a critical lack of space: a real frustration for staff in an environment where there is huge pressure to perform in line with and indeed compete with other colleges
- ✓ Sustainability should be a key issue and the new campus should be eco-friendly with:
  - Green buildings (i.e., energy saving devices, solar panels)
  - Recycling facilities
  - Natural building ventilation
  - Heating and air conditioning that is isolated to one area
- ✓ Students should be encouraged to play a role in the overall project through competitions e.g. involving them in the design elements of the new build.

## 2.9 Security

- ✓ There should be 24/7 security in order to ensure the safety of staff and students and other users of the campus.
- ✓ Multiple access points to campus should only be planned alongside an effective integrated security plan.

## 2.10 Brand

- ✓ The name of site should be changed so as to create a new beginning.



# A Vision for the new Campus

Building on the current strengths and gaps, the next section captures the collective vision for the Grangegorman campus. Workshop groups were facilitated in considering the following question:

“Looking to the future, in light of the current strengths and needs of the staff body, what is your vision for the new campus?”

## 3.1 Introduction

- ✓ The campus will be at the cutting edge of international best practice. The campus will be:
  - Vibrant
  - Inclusive
  - Accessible
  - Attractive
  - Sustainable
  - Multi-functioning
- ✓ There will be a sense of student life while the sense of community that currently exists within the colleges is also maintained. The campus will be a microcosm of society, providing a good balanced mix of services and activities on site. The campus will be accessible for all including the disabled and this will be underpinned by integrated support services. A balance will be achieved between the needs of the HSE, students, staff and the community.

## 3.2 Education

- ✓ The new campus will assist in the delivery of the academic mission of the Institute.
- ✓ There will be an emphasis on promoting and developing the campus as a state of the art learning environment.
- ✓ There will be ladders of opportunity for students who can progress from apprenticeships to post graduate programmes.
- ✓ Professional courses will be provided for all sectors including the public, private and voluntary sectors.
- ✓ The integration of the different faculties and departments will be managed in an efficient and appropriate manner.
- ✓ The health programmes at DIT will be linked in with the HSE facility planned for the development.

### 3.3 Staff Facilities

- ✓ There will be a strong emphasis on staff development and the staff will be recognised as the key to the success of the campus into the future.
- ✓ Staff office facilities will be, at the absolute minimum, of the same standard as the staff offices in Aungier Street. However the strongly expressed preference is that all staff will have individual offices in order to facilitate research and supervision of students.
- ✓ Buildings that provide staff facilities will offer Individual offices, offices that accommodate a maximum of two staff members as well as, where appropriate, open plan office space.
- ✓ There will be a space where staff can meet with students or other staff for both group work and individual meetings as required.
- ✓ Staff accommodation for visitors will be provided.
- ✓ There will be comprehensive executive training facilities with executive dining and bar facilities.
- ✓ Administrative facilities will be of an extremely high quality and will be fully integrated so that the support structures required are in place for the campus to run smoothly and efficiently.
- ✓ The Staff Development Office will be strengthened and expanded.
- ✓ Retired staff will have access to an individual office and facilities where they can continue to work, should they so wish, at no salary cost to DIT.
- ✓ The integration of the different facilities and disciplines will be facilitated through good campus design.
- ✓ The organisational change management process which may accompany this move will be managed by an external change management consultancy.

### 3.4 Academic Facilities

- ✓ There will be a large ceremonial hall that can be used for conferring ceremonies and other such functions.
- ✓ The latest technology will be employed in each building.
- ✓ The different faculties and schools in DIT will be appointed and located in a way that facilitates cross learning and synergies.

#### Library:

- There will be a 'state of the art' library which includes a world class academic library.
- This centralised library will provide a full range of services to staff and students.
- It will include a centralised IT centre with 24/7 access.
- The central hub of the library will be close to the social space where staff and students interact and engage.

#### Teaching Facilities

- There will be flexible buildings that have rooms that allow for problem based learning.
- Lecture/teaching rooms are adjustable so that a variety of teaching methods can be employed.
- Student discussion rooms will be available to students for both group and project work.
- Individual learning facilities will also be available to students.
- There will a fully integrated IT structure and supports for both staff and students.

#### Research

- There will be a large research centre like the FOCAS which would allow integrated research teams (including under graduates, post graduates, staff, principal investigators, post doctorates, researchers and supervisors) to work together.
- Research space will be available for post graduates and staff from all disciplines.





### Guest Accommodation

- There will be guest/client accommodation on campus for visiting project partners/scholars. This could be a commercial venture with a hotel group.
- There will be adjoining office/meeting facilities available to rent by companies who are working in collaboration with DIT.

## 3.5 Student Facilities

- ✓ Student support services will be centralised so they are easily accessible.
- ✓ There will be a bar and entertainment facilities for students.
- ✓ The campus should be active in the day and the evening and this would be facilitated by the inclusion of a cinema and a good mix of commercial space.
- ✓ There will be an inter-faith centre that will cater for students and staff of all denominations.
- ✓ There will be a fully accessible secure 'village' centre where services and goods are available at discounted rates for students and staff. The services/goods could include: a full range of multimedia production; a campus newspaper with advertising; sale of sports/casual clothing; rental of conferral/special occasion wear; dry cleaning; launderette; 24 hour convenience store; restaurant/cafe-run by the school of catering; hair & beauty salon; garda station; taxi rank; exhibition space and a medical and therapeutic services centre. This 'village' centre should be well lit and well linked by internal transport.

## 3.6 Brand

- ✓ An extensive branding exercise of the newly located Institute will be undertaken
- ✓ The DIT building in Chatham Row will be retained as a 'satellite' facility to accommodate enquiries and/or visits/meetings by prospective students, partners, research and consulting clients by providing a more accessible location.





### 3.7 Enterprise and Community

- ✓ The Bolton Trust will be located on campus, either as a single structure or linked in with different faculties. It will also be marketed and developed to reach a wider audience.
- ✓ The college will integrate with its surrounding neighbourhood and staff will be encouraged to build on their existing commitment to 'out of campus' work.
- ✓ The college tradition of working with the local community will be continued and the focus will be on determining how college and community resources can be combined to the benefit of all.
- ✓ The campus will incorporate the full range of emerging technologies and fibre optic cabling. This will enable DIT to work in partnership with partners such as the HSE to host an accessible cutting edge eHealth facility in the form of a unique primary care/outpatient diagnostic centre remotely linked to hospital consultants across Dublin and Europe.
- ✓ Facilities that provide for external collaboration will be located in the most accessible area of the site. These facilities could include incubator units, the Bolton Trust, guest accommodation, an industry/academia synergy centre, a continuing professional development centre, conference space (including an Cisco eleconference suite), an eworking space for alumni and emeritus, and catering facilities etc.

### 3.8 Design and Environment

- ✓ The campus will make a strong statement about DIT through international best practice design.
- ✓ There will be a building that serves as a symbolic focal point on the campus which will impress and showcase the assets of DIT.
- ✓ There will be a multifunctional hall for ceremonies, large conferences/meetings, DIT music performances and commercial concerts that will be the state of the art in terms of technical achievement in terms of flexibility of space and broadcast capabilities.
- ✓ There will be space on the campus to grow and develop which will have been informed by a vision of where DIT wants to be in 10/20 years time.
- ✓ The architectural approach will facilitate the current needs of DIT while allowing for change and growth into the future, including new pedagogical styles.

- ✓ There will be conference facilities and these will include an auditorium that is flexible in its design.
- ✓ The campus will be accessible for people with disabilities.
- ✓ There will be an attractive mix of public spaces, with existing trees being retained and there will be a feature pond or lake.
- ✓ The listed buildings will contrast with the design of the new buildings thereby giving the campus a unique character.
- ✓ The identity of DIT will be maintained by naming the internal streets and buildings of the new campus after the names of the old DIT faculties and buildings e.g. Bolton Street.
- ✓ The architectural design of the buildings will display the work and focus of each faculty through proper use of glass frontage etc. Examples of this approach include the Universities of Limerick and Cork and some of the more modern hotels around Dublin.
- ✓ The architectural design will reflect the pedagogical style in Ireland/Europe and not that of the United States.
- ✓ Creative and 3-D thinking will inform the design of the campus through the use of roof tops and tall buildings that do not dwarf the surrounding landscape.
- ✓ There will be public art, both internal and external.
- ✓ It will be a zero emission campus and sustainability will be considered at all stages of design, build and the ongoing running of the campus.
- ✓ The design of all building will lend itself to ease of maintenance.

### 3.9 Transport

- ✓ Transportation will be facilitated from all four points on the compass.
- ✓ Shuttle buses will be provided from all main train and bus stations.
- ✓ There will be proper cycle lanes and parking/storage to encourage students and staff to cycle to the campus.
- ✓ There will be sufficient car parking available for staff, students and external visitors to the campus.
- ✓ Appropriate public transport development will be aligned with campus development and the Luas line will be open when the campus opens, thus linking the campus to the city centre – making it a tangential centre.
- ✓ Public transport links will be associated with the campus e.g. buses will show DIT as its destination, the new Luas stop will be named DIT.
- ✓ There will be a major entrance from Broadstone.

### 3.10 Security

- ✓ The campus will be a 24/7 campus with open access while being safe for all who use it.

### 3.11 Information and Communications Technology (ICT)

- ✓ Shared learning and communities of interest will be facilitated through a Wifi and Wi Max enabled campus that will incorporate 'best of breed' security protocols for the various levels of access appropriate for those within the Grangegorman campus and the extended community.
- ✓ Fibre optic cabling rather than copper should be used throughout the residential and academic areas of the campus to facilitate future proofing of ICTs including remote facility management and security management and so as to ensure that there are generous computing bandwidth/data storage options. All assets should be networked and if possible given an IP address to facilitate remote management and expandability.
- ✓ There will be 3-4 state of the art video conferece suites (possibly provided by Cisco) that could be commercialised for use by corporate clients.

# 4

## Concerns in relation to the Grangegorman Development

A range of concerns were expressed as follows:

- ✓ Will the 73 acre Grangegorman site be large enough to accommodate all the required facilities?
- ✓ The question as to whether or not faculties would be moved in their current form or if restructuring would be carried out beforehand was raised.
- ✓ It was felt that restructuring should be carried out on the basis of established need rather than being seen as an opportunity to take cost cutting measures.
- ✓ The issue of car parking was raised and questions were asked about the actual extent to which on campus parking will be available for staff and students.
- ✓ It is anticipated that there will be a significant growth in the population of Dublin. It is vital, therefore, that up to date demographic projections, are taken into account when planning for the new campus.
- ✓ The main road that intersects the site was identified as an interesting challenge for the master planner.
- ✓ The potential risk of becoming a built up campus, similar to Trinity, was raised. There were concerns that including a primary school on the site was being over ambitious in terms of the space available.
- ✓ It is important to ensure that the funding is in place on completion of the build to ensure that it can be appropriately maintained and equipped.
- ✓ The opportunities to commercialise facilities to the extent needed to make them economically viable should be considered and should be appropriately balanced against the ethos of the institution. The need to be sustainable should not distract or detract from the prime focus.

Questions and queries arose as follows:

- ✓ Are there height restrictions on the site?
- ✓ How much student accommodation will be allocated?
- ✓ What are the the future plans for Broadstone and the Luas?
- ✓ The issue of the level of funding that is available for the new development was raised.
- ✓ Another query emerged around the phased transition from existing site onto the new campus. Some in attendance wanted to know if Cathal Brugha college is the first to be moved and whether there be services in place to support it.





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Grangegorman  
Development Agency

# The Grangegorman Development What would you like to see?

Report on the Proceedings of a Consultation Workshop  
with DIT students

Conducted on behalf of  
Grangegorman Development Agency and the DIT Students Union



Conducted by:  
Nurture Development Ltd.





# Introduction

The re-development of the 73 acre Grangegorman site in the heart of Dublin offers a unique opportunity for the creation of a re-vitalised north inner city. The new city quarter will incorporate all of Dublin Institute of Technology (DIT) in one location, new primary and community health facilities for the Health Service Executive (HSE), as well as new facilities for the local community.

The GDA and DIT Students Union (DITSU) wished to engage with DIT students in detail on specific issues of interest. A consultation workshop was held on Tuesday 6th November 2007 in DIT Aungier Street and was facilitated by Nurture Development.

The DITSU issued an open invitation to DIT students to engage in a consultation workshop. The purpose of the workshop was to enable DIT students, as an important stakeholder in the project, to articulate their aspirations and vision for the new Grangegorman campus. This vision will, in conjunction with the vision of other stakeholders, inform the masterplanning process.

The workshop focused on four key questions which were as follows:

1. What are the strengths/assets of what DIT currently offers its students that should be continued on the Grangegorman Campus?
2. From a DIT student perspective, what additional facilities and amenities are needed?
3. Looking to the future, in light of the current strengths and needs of the student body, what is your vision for the new campus?
4. What are your priorities in terms of those wishes and aspirations?

Various visions for the development were articulated during the workshop and these have been incorporated into one overall vision as many common themes emerged in relation to the hopes and dreams of the student group.

This report reflects on the strengths and needs of DIT students and the vision of the student body in relation to the new campus on Grangegorman.



# 1

## Strengths & Assets

The following section captures the collective views of the students during the workshop in relation to the Institute's current strengths and assets from a student perspective. The attendees were invited to address the following question:

"What are the strengths/assets of what DIT currently offers its students that should be continued on the Grangegorman Campus?"

### 1.1 Location

- ✓ DIT buildings are located in or close to the city centre which ensures that they are all easily accessible in terms of public transport.
- ✓ DIT's multi-site layout has advantages for individual faculties in that all services are located in the same building. Some of the buildings such as Aungier Street have good facilities and are fully equipped.

### 1.2 Education

- ✓ DIT offers a wide range of courses and programmes that emphasise the application of subject matter through practical experience and placements. There is a strong focus on teaching in DIT and small class sizes facilitate a good work ethic and help build strong relationships between students and academic staff.
- ✓ There are strong ties to the business world with a number of qualifications carrying professional accreditation.

### 1.3 Brand

- ✓ DIT qualifications have a strong reputation and the qualifications from a number of faculties, such as Bolton Street and Cathal Brugha Street, are held in high regard.
- ✓ This reputation should serve as the benchmark for all the qualifications offered by DIT in the future and the very practical style of tuition and applicability of learning to the jobs market should continue.

### 1.4 Ethos and Culture

- ✓ There is a great sense of community and camaraderie amongst the student body with a strong sense of each student being a 'name not a number'.
- ✓ The student population is a diverse one.
- ✓ The multi-site composition of the college has resulted in some healthy inter-site rivalry.

## 1.5 Academic Services and Facilities

### Library

- ✓ There is a significant amount of overall library space between the various colleges with some colleges better served in terms of library facilities than others. While the Aungier Street Library is too small, it has good facilities.

## 1.6 Recreational Services and Facilities

### Common Areas

- ✓ There are large common areas in most of the DIT sites where students can relax without having to spend money and these should be incorporated into the new campus.

### Support Services

- ✓ There are some excellent Support Services available free to students such as counseling, free medical services including GP and Dental care.
- ✓ There is a strong student union with representatives who work with students on a range of issues.

### Sports/Clubs/Societies

- ✓ There is a great reputation and passion within the college for sports, with one of the biggest GAA club membership across all third level institutions. This should continue to be supported and nourished because it can influence students when choosing a third level college.
- ✓ There is a strong framework of clubs and societies who are currently provided with rooms for activities and storage facilities by the college.
- ✓ There is a gym (albeit limited in terms of size and equipment) and swimming pool facilities.
- ✓ There are a substantial number of football pitches available to the sports clubs.





# 2

## Current and Future Needs

The following section captures the collective views of the attendees in relation to the current and future needs of the Institute from a student perspective. The workshop participants were invited to address the following question:

“From a DIT student perspective, what additional facilities and amenities are needed now and in the future?”

### 2.1 Accommodation

- ✓ Student accommodation is vital for the new campus. The University of Limerick accommodation was proposed as a possible model.
- ✓ This modern and safe student accommodation should be comprised of apartments with single bedrooms and shared living spaces that have cooking and laundry facilities.
- ✓ It is important that the accommodation provided is affordable for students.
- ✓ The student accommodation should be located close to the Students Union, the sports facilities, clubs and societies.

### 2.2 Clubs and Societies

- ✓ There should be improved facilities for societies and clubs, including adequate storage areas and areas allocated for performances/exhibitions etc.

#### Sport

The following permanent dedicated sports facilities are required for DIT:

- ✓ A running track.
- ✓ A minimum of two GAA side by side floodlit pitches.
- ✓ A top of the range gym with extensive equipment.
- ✓ Other pitches that are available to the various sports clubs and societies for training and matches.
- ✓ Dedicated indoor training and sports facilities.
- ✓ A floodlit Astroturf/all weather pitch.
- ✓ Squash courts.
- ✓ Space for a dedicated archery club with dedicated targets.
- ✓ Competition standard swimming pool with a floor that can be raised which is suitable for inter-varsities.



- ✓ A Sports Hall with a spring loaded wooden floor.
- ✓ Climbing walls (indoor and outdoor).
- ✓ A dry ski slope or ice rink.
- ✓ Halls for training.
- ✓ Shower facilities that are available to all students. These would also help promote cycling to college, thus reducing student and staff reliance on cars.
- ✓ DIT should employ a physiotherapist for sports injuries.
- ✓ Team changing rooms (male/female, home/away) at all sports sites.
- ✓ The facilities provided should be at a sufficiently high standard so as to ensure that the college can host both national and international competitions.

### Media/Arts

- ✓ There should be a multi-purpose recreational room with retractable seating like the Helix for debates/guest speakers and performances.
- ✓ Broadcasting facilities are needed and could include web/radio/TV studios. These should be available to clubs and societies.
- ✓ A one screen cinema/theatre is needed.



## 2.3 Student Services and Facilities

### Common Areas

- ✓ Large open spaces and breakout rooms are required for students to meet for group work and to socialise and there should also be outdoor areas such as courtyards with seating.
- ✓ A confined smoking space that is not in front of entrance ways is required.

### Restaurants/ Commercial

- ✓ There should be one large subsidised canteen that serves good quality food alongside commercial franchises/coffee shops.
- ✓ There should be a number of Student Union shops throughout the campus.
- ✓ There should be a supermarket, a launderette, an off license and student equipment shops on campus.

## Social/Entertainments Facilities

- ✓ A student bar and Entertainments area (which would include a stage/music area) is required which must be receptive to clubs and societies. They should be student friendly (with no restrictions on dress codes).
- ✓ Three student bars across the site are required. These should include a sports bar, a smaller bar with food and a multi purpose venue with bar for Entertainments which could alternatively serve as a stage or gallery.

## Student Services

- ✓ A central Student Services building is required and it should be clearly identifiable to any student who requires assistance.
- ✓ There should be more support from DIT to assist students seeking accommodation, particularly first year students.
- ✓ There should be improved facilities and increased space available for the Student Union.
- ✓ There should be improved access for the disabled student population.

## Creche/Childcare

- ✓ There should be a crèche on campus with an adequate number of places.

## 2.4 Academic Services and Facilities

### Library

- ✓ Library facilities are very poor in a lot of the colleges and library opening hours need to be extended, with 24/7 availability during exam time.

### IT/Science Facilities

- ✓ IT facilities are also poor and need upgrading so that they are fully integrated.
- ✓ Modern well equipped laboratories are required.

## 2.5 Transport

- ✓ DIT should have its own transport available for hire by clubs and societies when organising activities that cannot take place on campus, such as sailing.
- ✓ Secure student car parking is required.
- ✓ Proper lockup and storage facilities for cyclists (including shower facilities) are required.
- ✓ There should be an adequate provision of cycle lanes on site.

## 2.6 Security

- ✓ On campus security should provide for the safety of students at all times, both day and night and at weekends.

## 2.7 Sustainability

- ✓ There should be appropriate and safe chemical waste disposal.



# A Vision for the new Campus

Building on the current strengths and gaps, the next section captures the collective vision for the Grangegorman campus. Workshop groups were facilitated in considering the following question:

**“Looking to the future, in light of the current strengths and needs of the student body, what is your vision for the new campus?”**

The new campus should aspire to be at the leading edge in relation to all aspects of college life, including buildings, sports, arts and cultural facilities, teaching equipment etc. It is important that the campus has a clear identity as a third level institution, while it is also recognised that DIT should maintain its links and services to the community.

## 3.1 Physical Environment

- ✓ The campus will be a campus for the future which sets out to be at the forefront in terms of facilities and services.
- ✓ Faculties will be located on campus in a manner that facilitates good communication and integration of the different schools and departments.
- ✓ The campus will have a warm welcoming atmosphere with simple, easy to navigate buildings that will be colour coded and have consistent room numbering.
- ✓ The campus will have modern buildings that are designed with the focus on the needs of students and staff and are equipped with top of the range technical equipment.
- ✓ There will be interesting, attractive and innovative landscaping and architecture that fits in with existing buildings.
- ✓ There will be efficient use of buildings throughout the campus.
- ✓ There will be a prominent water feature such as a pond/lake and green public areas for casual recreational use.

## 3.2 Clubs and Societies

- ✓ There will be a multipurpose space for performance/media arts that can be used by the relevant societies such as the DJ society.
- ✓ The sports facilities listed in Section 2 will be provided and adequately resourced.



### 3.3 Student Facilities and Amenities

- ✓ All student facilities including accommodation, entertainments and sports facilities will be located on the campus in a manner that supports the community life of students and the easy movement of people.
- ✓ Student services will be centralised with registrations, banking facilities, counseling, disability services, societies, a clubs office and the Students' Union all located within the one building.
- ✓ There will be common areas of varying sizes, other than the library, canteen and classrooms, that are dispersed throughout the campus. These areas will be relatively quiet with comfortable soft furnishings so that they can be used for group work or socialising.
- ✓ There will be facilities provided that recognise the practicalities of student life. Such facilities could include, amongst others, phone kiosks, smoking sheds, a games area, lockers and poster boards for clubs and societies.
- ✓ There will be excellent on campus entertainment facilities, such as pubs and nightclubs.
- ✓ There will be studio spaces and meeting rooms available to students.
- ✓ There will be commercial spaces throughout campus so that students can access shops and restaurants easily.
- ✓ Through links with the HSE, a high standard will be set in terms of the medical, dental and physiotherapy services offered on the campus.
- ✓ Students will have excellent access to the facilities on campus and will not have to compete with the local community for access.
- ✓ Access to facilities will be on a membership basis for all eligible parties including students, staff and the community.

### 3.4 Academic Services and Facilities

#### Library

- ✓ There will be a state of the art library that can accommodate the maximum number of students during exam time.

#### IT

- ✓ The computer rooms in the laboratories and the library will be for scholastic use only while there will be a separate computer room that is designated for social use.
- ✓ There will be wifi coverage both indoor and outdoor, throughout the campus.



### 3.5 Student Accommodation

- ✓ The modern and safe accommodation will be well designed with common rooms located on the ground floors.
- ✓ The accommodation will be dispersed throughout the campus so as to maximise the movement of people.
- ✓ The accommodation will be electronically policed so as to ensure optimum security.

### 3.6 Transport

- ✓ There will be good transport to and through the campus.
- ✓ DIT should be self sufficient in terms of private transport by having buses that are rented to students, clubs and societies.
- ✓ There will be a good transport system for getting around the campus, including proper cycle routes (with changing and storage facilities for cyclists), pedestrian walking routes from public transport stops and also throughout the campus.
- ✓ There is a balance to be achieved between having car parking available for students and maximising the green space available. The campus itself should be car-free.

### 3.7 Security

- ✓ As it will be an open campus, security will have to be well designed, taking into consideration that there will be people moving throughout the campus on a 24/7 basis. The campus will be well lit with working security cameras.

### 3.8 Sustainability

- ✓ The campus will be as sustainable as possible with green energy alternatives such as solar panels, wind turbines and recycling facilities being employed.
- ✓ There should be an organic garden which could provide work as a business venture, supplying students or the canteens/restaurants on campus.
- ✓ The renewable energy sources should be made available to students and staff for research purposes.





# 4

## Priorities

Following on from the collective vision for the new campus, attendees were asked the following question:

“What are your priorities in terms of those wishes and aspirations?”

- ✓ Multi-purpose recreation areas: with bars, theatres, sports facilities such as gyms, pitches, swimming pools, etc.
- ✓ Appropriately resourced Clubs and Societies.
- ✓ A centralised base for the Students Union.
- ✓ Student accommodation.
- ✓ Adequate transport to and around the campus.
- ✓ Common area that allow for comfortable and relaxed interaction amongst students.
- ✓ Integrated IT with WiFi throughout the campus.
- ✓ A campus that is secure and safe for students
- ✓ Restaurants/shops that meet the needs of students.
- ✓ Good academic equipment
- ✓ A sustainable campus
- ✓ Library facilities that can accommodate everyone, particularly at examinations time.



# 5

## Concerns in relation to the Grangegorman Development

A range of concerns were expressed as follows:

- ✓ If the campus is to be an Access Campus that also serves the surrounding area, there will be implications for security on site.
- ✓ The location of a primary school warrants careful consideration as the presence of young children on campus would be incompatible with college life e.g. sexual health programmes and Rag Week.
- ✓ The new campus in Grangegorman may result in less car usage as many students already avail of accommodation in the surrounding areas of Stoneybatter, Fairview, North Circular etc and most likely will continue to do so.
- ✓ There was a perception amongst some students that misinformation regarding the new campus has been provided to students.
- ✓ There were some concerns expressed as to whether or not the site will be able to accommodate all parties. The suggestion was made that some areas or facilities may need to be 'ringfenced' solely for student use. It is important that students are able to avail of the services on offer and that issues such as public access to student bar facilities etc are duly considered.
- ✓ There was a concern that students would lose out to the community and/or corporate organisations in relation to facilities due to revenue generating capacity of these two groups and the need for DIT to generate revenue.
- ✓ The swimming pool is currently fully booked and there were concerns as to whether the swimming pool on the new campus will be able to cater for external groups.
- ✓ There was also concern expressed that Grangegorman is the focus in relation to funding and that there is insufficient focus on the present.
- ✓ There was a question as to how land is to be allocated between the various stakeholders.
- ✓ There was a request for some information as to the proposed relationship between students and the HSE.
- ✓ The financial model employed in generating funding and revenue for DIT should not result in students being placed at a financial disadvantage.



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**Grangegorman**  
**Development Agency**  
Gníomhaireacht Forbartha  
Ghráinseach Ghormáin

## ***The Grangegorman Development What Would You Like to See?***

**Response Report setting out how the  
Project and its Master Plan address issues  
raised by DIT students at the consultation  
workshop held in November 2007**

**Date August 2008**



## Introduction

The re-development of the 73 acre Grangegorman site in the heart of Dublin will amount to the greatest single investment in the north inner city. The new city quarter will incorporate all of Dublin Institute of Technology (DIT) in one location, new primary and community health facilities for the Health Service Executive (HSE), as well as new facilities for the local community.

The Grangegorman Development Agency (GDA) and DIT Students' Union (DITSU) wished to engage with DIT students in detail on specific issues of interest. A consultation workshop was held on Tuesday 6th November 2007 in DIT Aungier Street and was facilitated by Nurture Development.

The DITSU issued an open invitation to DIT students to engage in a consultation workshop. The purpose of the workshop was to enable DIT students, as an important stakeholder in the project, to articulate their aspirations and vision for the new Grangegorman campus. This vision would, in conjunction with the vision of other stakeholders, inform the masterplanning process.

The workshop focused on four key questions which were as follows:

***What are the strengths/assets of what DIT currently offers its students that should be continued on the Grangegorman Campus?***

***From a DIT student perspective, what additional facilities and amenities are needed?***

***Looking to the future, in light of the current strengths and needs of the student body, what is your vision for the new campus?***

***What are your priorities in terms of those wishes and aspirations?***

Various visions for the development were articulated during the workshop and these have been incorporated into one overall vision as many common themes emerged in relation to the hopes and dreams of the student group.

This report reflects on the strengths and needs of DIT students and the vision of the student body in relation to the new campus on Grangegorman.

## Section One: Strengths and Assets

***What are the strengths/assets of what DIT currently offers its students that should be continued on the Grangegorman Campus?***

	Responses
<b>1.1 Location</b>	
<ul style="list-style-type: none"> <li>DIT buildings are located in or close to the city centre which ensures that they are all easily accessible in terms of public transport.</li> </ul>	The DIT Campus at Grangegorman will also be close to city centre and be accessible by public transport.
<ul style="list-style-type: none"> <li>DIT's multi-site layout has advantages for individual faculties in that all services are located in the same building. Some of the buildings such as Aungier Street have good facilities and are fully equipped.</li> </ul>	Facilities on the new campus will be student-centred with the concept of 'one stop shops' for student related services. The campus itself is compact and all main facilities will be in close proximity.
<b>1.2 Education</b>	
<ul style="list-style-type: none"> <li>DIT offers a wide range of courses and programmes that emphasise the application of subject matter through practical experience and placements. There is a strong focus on teaching in DIT and small class sizes facilitate a good work ethic and help build strong relationships between students and academic staff.</li> </ul>	DIT programme provision will continue on the DIT campus with a similar emphasis on promoting staff student interaction, facilitated further by a variety of meeting places on site.
<ul style="list-style-type: none"> <li>There are strong ties to the business world with a number of qualifications carrying professional accreditation.</li> </ul>	These ties will be enhanced with the new campus and promoted through Science Park activity on campus.
<b>1.3 Brand</b>	
<ul style="list-style-type: none"> <li>DIT qualifications have a strong reputation and the qualifications from a number of faculties, such as Bolton Street and Cathal Brugha Street, are held in high regard.</li> </ul>	The DIT campus will enhance the image and overall brand of DIT and in turn its credentials.
<ul style="list-style-type: none"> <li>This reputation should serve as the benchmark for all the qualifications offered by DIT in the future and the very practical style of tuition and applicability of learning to the jobs market should continue.</li> </ul>	This will be maintained on the DIT campus.

<b>1.4 Ethos and Culture</b>	
<ul style="list-style-type: none"> <li>There is a great sense of community and camaraderie amongst the student body with a strong sense of each student being a name not a number.</li> </ul>	Bringing all of DIT's students and staff together in faculty-based buildings at a single location will enhance this sense of community.
<ul style="list-style-type: none"> <li>The student population is a diverse one.</li> </ul>	This will be maintained.
<ul style="list-style-type: none"> <li>The multi-site composition of the college has resulted in some healthy inter-site rivalry.</li> </ul>	Healthy cross-faculty interaction will be encouraged.
<b>1.5 Academic Services and Facilities</b>	
<i>Library</i>	
<ul style="list-style-type: none"> <li>There is a significant amount of overall library space between the various colleges with some colleges better served in terms of library facilities than others. While the Aungier Street Library is too small, it has good facilities.</li> </ul>	The DIT campus will have consistent state of the art library facilities with enhanced library operations available to all students on the new campus. Library space will be significantly greater than that provided now.
<b>1.6 Recreational Services and Facilities</b>	
<i>Common Areas</i>	
<ul style="list-style-type: none"> <li>There are large common areas in most of the DIT sites where students can relax without having to spend money and these should be incorporated into the new campus.</li> </ul>	Common areas for students will be designed into each building and complemented by a student union and student services areas/spaces to meet.
<i>Support Services</i>	
<ul style="list-style-type: none"> <li>There are some excellent Support Services available to students such as counseling, free medical services including access to GP services and to financial aid.</li> </ul>	These will transfer and be enhanced on the campus.
<ul style="list-style-type: none"> <li>There is a strong student union with representatives who work with students on a range of issues.</li> </ul>	This will be supported by enhanced students' union facilities.
<i>Sports/Clubs/Societies</i>	
<ul style="list-style-type: none"> <li>There is a great reputation and passion within the college for sports, with one of the biggest GAA club membership across all third level institutions. This should continue to be supported and nourished because it can influence students when choosing a third level college.</li> </ul>	Sporting facilities as well as the sport and recreation service on the DIT campus at Grangegorman will address student sport, recreation, training and competitive needs at DIT, providing playing pitches and a wide variety of indoor and outdoor sports amenities, activities and facilities..
<ul style="list-style-type: none"> <li>There is a strong framework of clubs and societies who are currently provided with rooms for activities and storage facilities by the college.</li> </ul>	The campus will have designated central spaces for clubs and societies
<ul style="list-style-type: none"> <li>There is a gym (albeit limited in size)</li> </ul>	There will be a range of indoor sports



and equipment) and swimming pool facilities.	facilities including: sports halls, fitness gym, swimming pool, handball and squash courts and associated changing facilities.
<ul style="list-style-type: none"> <li>There are a substantial number of football pitches available to the sports clubs.</li> </ul>	There will be 3 pitches available on the new campus (1 being all weather) with additional pitches being accessible off campus.

## Section Two: Current and Future Needs

*From a DIT student perspective, what additional facilities and amenities are needed now and in the future?*

	Responses
<b>2.1 Accommodation</b>	
<ul style="list-style-type: none"> <li>Student accommodation is vital for the new campus. The University of Limerick accommodation was proposed as a possible model.</li> </ul>	There will be student accommodation on campus with single ensuite bedrooms for each student.
<ul style="list-style-type: none"> <li>This modern and safe student accommodation should be comprised of apartments with single bedrooms and shared living spaces with cooking and laundry facilities.</li> </ul>	Student accommodation will centre on single bedrooms with related facilities.
<ul style="list-style-type: none"> <li>It is important that the accommodation provided is affordable for students.</li> </ul>	Student accommodation will be competitively priced for students
<ul style="list-style-type: none"> <li>The student accommodation should be located close to the Students' Union, the sports facilities, clubs and societies.</li> </ul>	Student accommodation will be woven through the campus with much of it being adjacent to sports facilities with the remainder in close proximity.
<b>2.2 Clubs and Societies</b>	
<i>Sport</i>	
The following permanent dedicated sports facilities are required for DIT:	
<ul style="list-style-type: none"> <li>A running track</li> </ul>	A running track- an outdoor jogging loop, an indoor jogging track will be provided on campus.
<ul style="list-style-type: none"> <li>A minimum of two GAA side by side floodlit pitches.</li> </ul>	3 playing pitches will be provided on campus. One of these will be an artificial turf floodlit playing and training pitch. Additional playing and training facilities will also be provided off campus.
<ul style="list-style-type: none"> <li>A top of the range gym with extensive equipment</li> </ul>	A full gym will be provided
<ul style="list-style-type: none"> <li>Other pitches that are available to the various sports clubs and societies for training and matches</li> </ul>	Pitches will be available to meet the playing and training needs of sports clubs and societies.
<ul style="list-style-type: none"> <li>Dedicated indoor training and sports facilities.</li> </ul>	There will be a full range of indoor facilities
<ul style="list-style-type: none"> <li>A floodlit Astro turf/all weather pitch</li> </ul>	This will be provided.
<ul style="list-style-type: none"> <li>Squash courts</li> </ul>	Squash courts will be provided.
<ul style="list-style-type: none"> <li>Space for a dedicated archery club with dedicated</li> </ul>	The DIT Archery Club may use the sports hall for their activities.

targets.	
<ul style="list-style-type: none"> <li>• Competition standard swimming pool with a floor that can be raised which is suitable for inter-varsities</li> </ul>	There will be a 25 metre x 8 lane swimming pool will be provided.
<ul style="list-style-type: none"> <li>• A Sports Hall with a spring loaded wooden floor</li> </ul>	A 3 Basketball Court Size Sports Hall (which can be sub-divided) with appropriate floor surfaces will be provided.
<ul style="list-style-type: none"> <li>• Climbing wall</li> </ul>	An indoor climbing wall will be provided.
<ul style="list-style-type: none"> <li>• A dry ski slope or ice rink.</li> </ul>	It is not proposed to provide such a facility on campus.
<ul style="list-style-type: none"> <li>• Halls for training:</li> </ul>	There will be a sports hall.
<ul style="list-style-type: none"> <li>• Shower facilities that are available to all students. These would also help promote cycling to college, thus reducing student and staff reliance on cars.</li> </ul>	There will be a full range of changing facilities, with showers.
<ul style="list-style-type: none"> <li>• DIT should employ a physiotherapist for sports injuries</li> </ul>	The possibility of facilitating a physiotherapy service will be investigated.
<ul style="list-style-type: none"> <li>• The facilities provided should be at a sufficiently high standard so as to ensure that the college can host both national and international competitions.</li> </ul>	Sports facilities will be benchmarked against best practice worldwide.
<i>Media/Arts</i>	
<ul style="list-style-type: none"> <li>• There should be a multi-purpose recreational room with retractable seating like the Helix for debates/guest speakers and performances.</li> </ul>	There will be a multi purpose venue for student activities.
<ul style="list-style-type: none"> <li>• Broadcasting facilities are needed and could include web/radio/TV studios. These should be available to clubs and societies.</li> </ul>	Student media production facilities which will be available to clubs and societies are provided for in the Student Centre Brief.
<ul style="list-style-type: none"> <li>• A one screen cinema/theatre is needed.</li> </ul>	The facility to show films will be incorporated into the multi-use facility being planned for students.

<b>2.3 Student Services and Facilities</b>	
<i>Common Areas</i>	
<ul style="list-style-type: none"> <li>• Large open spaces and breakout rooms are required for students to meet for group work and to socialise and there should also be outdoor areas such as a courtyard with seating.</li> </ul>	A full range of breakout facilities will be provided.
<ul style="list-style-type: none"> <li>• A confined smoking space that isn't in front of the</li> </ul>	This will be considered.



entrance ways is required.	
<i>Restaurants/ Commercial</i>	
<ul style="list-style-type: none"> <li>There should be one large subsidised canteen that serves good quality food alongside commercial franchises/coffee shops.</li> </ul>	There will be 2 large 'food hall' type canteen facilities provided on campus with a range of supporting facilities such as coffee shops.
<ul style="list-style-type: none"> <li>There should be a number of Student Union shops throughout the campus.</li> </ul>	It is intended that existing students' union facilities will be re-accommodated on campus
<ul style="list-style-type: none"> <li>There should be a supermarket, a launderette, an off license and student equipment shops on campus.</li> </ul>	The campus will have a range of commercial facilities ranging from convenience stores, coffee shops, stationery shops and bookshops etc. These facilities will be determined by DIT in the coming months.
<i>Social/Entertainments Facilities</i>	
<ul style="list-style-type: none"> <li>A student bar and Entertainments area (which would include a stage/music area) is required which must be receptive to clubs and societies. They should be student friendly (with no restrictions on dress codes).</li> </ul>	This facility will be provided
<ul style="list-style-type: none"> <li>Three student bars across the site are required. These should include a sports bar, a smaller bar with food and a multi purpose venue with bar for Entertainments which could alternatively serve as a stage or gallery.</li> </ul>	A single bar is planned for students on campus, plus additional social/entertainment areas.
<i>Student Services</i>	
<ul style="list-style-type: none"> <li>A central Student Services building is required and it should be clearly identifiable to any student who requires assistance.</li> </ul>	A central 'one stop shop' for students is planned.
<ul style="list-style-type: none"> <li>There should be more support from DIT to assist students seeking accommodation particularly first year students.</li> </ul>	This service currently exists and will be enhanced on the new campus
<ul style="list-style-type: none"> <li>There should be improved facilities and increased space available for the Student Union.</li> </ul>	Good facilities for students' union activities will be provided on campus
<ul style="list-style-type: none"> <li>There should be improved access for the disabled student population.</li> </ul>	The DIT campus will facilitate universal access.
<i>Creche/Childcare</i>	
<ul style="list-style-type: none"> <li>There should be a crèche on campus with an adequate</li> </ul>	There will be a creche on campus for students of DIT.

number of places.	
<b>2.4 Academic Services and Facilities</b>	
<i>Library</i>	
<ul style="list-style-type: none"> <li>Library facilities are very poor in a lot of the colleges and library opening hours need to be extended, with 24/7 availability during exam time.</li> </ul>	Library services will be enhanced with the opening of a single central Institute library, facilitating extended opening hours.
<i>IT/Science Facilities</i>	
<ul style="list-style-type: none"> <li>IT facilities are also poor and need upgrading so that they are fully integrated.</li> </ul>	The campus will have full IT infrastructure to facilitate communication.
<ul style="list-style-type: none"> <li>Modern well equipped laboratories are required.</li> </ul>	Modern . state of the art laboratories will be provided
<b>2.5 Transport</b>	
<ul style="list-style-type: none"> <li>DIT should have its own transport available to hire for clubs and societies when organising activities that cannot take place on campus, such as sailing.</li> </ul>	This suggestion will be investigated.
<ul style="list-style-type: none"> <li>Secure student car parking is required.</li> </ul>	Limited car parking will be available to students & staff of DIT
<ul style="list-style-type: none"> <li>Proper lockup and storage facilities for cyclists (including shower facilities) are required.</li> </ul>	This will be provided
<ul style="list-style-type: none"> <li>There should be an adequate provision of cycle lanes on site.</li> </ul>	Cycle lanes will be incorporated
<b>2.6 Security</b>	
<ul style="list-style-type: none"> <li>On campus security should provide for the safety of students at all times both day and night and at weekends.</li> </ul>	Security will be provided across the campus
<b>2.7 Sustainability</b>	
<ul style="list-style-type: none"> <li>There should be appropriate and safe chemical waste disposal.</li> </ul>	This will be provided.

### ***Section Three: A Vision for the new Campus***

***Looking to the future, in light of the current strengths and needs of the student body, what is your vision for the new campus?***

The new campus should aspire to be at the leading edge in relation to all aspects of college life, including buildings, sports, arts and cultural facilities, teaching equipment

etc. It is important that the campus has a clear identity as a third level institution, while it is also recognised that DIT should maintain its links and services to the community.

	Responses
<b>3.1 Physical Environment</b>	
<ul style="list-style-type: none"> <li>The campus should be a campus for the future which sets out to be at the forefront in terms of facilities and services.</li> </ul>	The masterplan provides a framework for such a vision
<ul style="list-style-type: none"> <li>Faculties will be located on campus in a manner that facilitates good communication and integration of the different schools and departments.</li> </ul>	Academic adjacencies and co-location of facilities has received much attention in the planning of this campus
<ul style="list-style-type: none"> <li>The campus will have a warm welcoming atmosphere with simple, easy to navigate buildings that will be colour coded and have consistent room numbering.</li> </ul>	Creating a warm and inviting campus is a critical objective in campus design.
<ul style="list-style-type: none"> <li>The campus will have modern buildings that are designed with the focus on the needs of students and staff and are equipped with the top of the range technical equipment.</li> </ul>	The aim of the masterplan to devise just such a process
<ul style="list-style-type: none"> <li>There will be interesting attractive innovative landscaping and architecture that fits in with existing buildings and there will be efficient building use.</li> </ul>	Landscaping and good design are key features of the proposed campus.
<ul style="list-style-type: none"> <li>There will be efficient use of buildings throughout the campus.</li> </ul>	This is another key feature of the proposed campus
<ul style="list-style-type: none"> <li>There will be a prominent water feature such as a pond/lake and green public areas for casual recreational use.</li> </ul>	There will be a water feature and abundant green spaces
<b>3.3 Student Facilities and Amenities</b>	
<ul style="list-style-type: none"> <li>All student facilities including accommodation, entertainments and sports facilities will be located on the campus in a manner</li> </ul>	The masterplan for the campus envisages a social/student hub to facilitate such interaction. In addition the campus will encourage and promote community access.



that supports community life of students and the easy movement of people.	
<ul style="list-style-type: none"> <li>Student services will be centralised with registrations, banking facilities, counseling, disability services, societies, a clubs office and the Students' Union all located within the one building.</li> </ul>	This will be achieved through a student one stop shop.
<ul style="list-style-type: none"> <li>There will be common areas of varying sizes, other than the library, canteen and classrooms that are dispersed throughout the campus. These areas will be relatively quiet with comfortable soft furnishings so that they can be used for group work or socialising.</li> </ul>	This is an objective for the new campus.
<ul style="list-style-type: none"> <li>There will be studio spaces and meeting rooms available to students.</li> </ul>	There will be a wide range of facilities available to the student body.
<ul style="list-style-type: none"> <li>There will be commercial spaces throughout campus so that students can access shops and restaurants easily.</li> </ul>	The campus will have a range of commercial facilities such as shops, coffee shops, etc., spread across the campus.
<ul style="list-style-type: none"> <li>Through links with the HSE, a high standard will be set in terms of the medical, dental and physiotherapy services offered on the campus.</li> </ul>	Links with the HSE on campus are planned
<ul style="list-style-type: none"> <li>Students will have excellent access to the facilities on campus and will not have to compete with the local community for access.</li> </ul>	The primary focus of the DIT campus is to serve the needs of the students and staff of DIT
<ul style="list-style-type: none"> <li>Access to facilities will be on a membership basis for all eligible parties including students, staff and the community.</li> </ul>	This type of membership is being considered.

<b>3.4 Academic Services and Facilities</b>	
<i>Library</i>	
<ul style="list-style-type: none"> <li>There will be a state of the art library that can accommodate the maximum number of students during exam time.</li> </ul>	There will be a state of the art library, with more user spaces than currently provided.
<i>IT</i>	
<ul style="list-style-type: none"> <li>The computer rooms in the laboratories and the library will be for scholastic use only while there is a separate computer room that is designated for social use.</li> </ul>	A variety of computer facilities will be provided in the library complex.
<ul style="list-style-type: none"> <li>There will be wifi coverage both indoor and outdoor, throughout the campus.</li> </ul>	Widespread WiFi access will be available.
<b>3.5 Student Accommodation</b>	
<ul style="list-style-type: none"> <li>The modern and safe accommodation will be well designed with common rooms located on the ground floors.</li> </ul>	Student accommodation of a high standard will be provided.
<ul style="list-style-type: none"> <li>The accommodation will be dispersed throughout the campus so as to maximise movement of people.</li> </ul>	Student accommodation will be dispersed through the campus.
<ul style="list-style-type: none"> <li>The accommodation will be electronically policed so as to ensure optimum security.</li> </ul>	Security will be a priority for student accommodation.
<b>3.6 Transport</b>	
<ul style="list-style-type: none"> <li>There will be good transport to and through the campus.</li> </ul>	There will be good transport available to the campus.
<ul style="list-style-type: none"> <li>There will be a good transport system for getting around the campus, including proper cycle routes (with changing and storage facilities for cyclists), pedestrian walking routes from public transport stops and also throughout the campus.</li> </ul>	The masterplan for the campus proposes a pedestrian and cycle friendly campus with good public transport access
<ul style="list-style-type: none"> <li>There is a balance to be achieved between having car parking available for students and maximising the green space available. The campus itself should be car-free.</li> </ul>	There will be a balance between carparking and open spaces with priority being given to maintaining open spaces. Car travel around the campus will be minimised.

<b>3.7 Security</b>	
<ul style="list-style-type: none"> <li>As it will be an open campus, security will have to be well designed, taking into consideration that there will be people moving throughout the campus on a 24/7 basis. The campus will be well lit with working security cameras.</li> </ul>	<p>The campus will have full security to meet its varied needs.</p>
<b>3.8 Sustainability</b>	
<ul style="list-style-type: none"> <li>The campus will be as sustainable as possible with green energy alternatives such as solar panels, wind turbines and recycling facilities being employed.</li> </ul>	<p>The masterplan envisages a sustainable campus which promotes 'green energy'.</p>
<ul style="list-style-type: none"> <li>There should be an organic garden which could provide work as a business venture, supplying students or the canteens/restaurants on campus.</li> </ul>	<p>This will be landscaped in the detailed planning phase to follow the masterplanning/strategic planning process.</p>
<ul style="list-style-type: none"> <li>The renewable energy sources should be made available to students and staff for research purposes.</li> </ul>	<p>It is envisaged that this will happen on campus.</p>

## Section Four: Priorities

*What are your priorities in terms of those wishes and aspirations?*

	Responses
<ul style="list-style-type: none"> <li>Multi-purpose recreation areas: with bars, theatres, sports facilities such as gyms, pitches, swimming pools, etc.</li> </ul>	All of these facilities are planned for the campus.
<ul style="list-style-type: none"> <li>Appropriately resourced Clubs and Societies.</li> </ul>	Dedicated space will be provided for these purposes.
<ul style="list-style-type: none"> <li>A centralised base for the Students' Union.</li> </ul>	This is planned for in the masterplan.
<ul style="list-style-type: none"> <li>Student accommodation.</li> </ul>	This is planned for in the masterplan.
<ul style="list-style-type: none"> <li>Adequate transport to and around the campus.</li> </ul>	This is planned for in the masterplan.
<ul style="list-style-type: none"> <li>Common area that allow for comfortable and relaxed interaction amongst students.</li> </ul>	This is planned for in the masterplan.
<ul style="list-style-type: none"> <li>Integrated IT with WiFi throughout the campus.</li> </ul>	This is planned for in the masterplan.
<ul style="list-style-type: none"> <li>A campus that is secure and safe for students</li> </ul>	This is planned for in the masterplan.
<ul style="list-style-type: none"> <li>Restaurants/shops that meet the needs of students.</li> </ul>	This is planned for in the masterplan.
<ul style="list-style-type: none"> <li>Good academic equipment</li> </ul>	This is planned for in the masterplan.
<ul style="list-style-type: none"> <li>A sustainable campus</li> </ul>	This is planned for in the masterplan.
<ul style="list-style-type: none"> <li>Library facilities that can accommodate everyone, particularly at examinations time.</li> </ul>	This is planned for in the masterplan.



## Section Five: Concerns in relation to the Grangegorman Development

	Responses
<ul style="list-style-type: none"> <li>If the campus is to be an Access Campus that also serves the surrounding area, this may have implications for security on site.</li> </ul>	The balance across user groups will have to be managed by DIT with priority being given to students & staff of DIT.
<ul style="list-style-type: none"> <li>The location of a primary school warrants careful consideration as the presence of young children on campus would be incompatible with college life e.g. sexual health programmes and Rag Week.</li> </ul>	To date the proximity of existing DIT facilities to primary schools has not created any problems and has often created opportunities for valuable interaction in areas such as supervised study, etc.
<ul style="list-style-type: none"> <li>The new campus in Grangegorman may result in less car usage as many students already avail of accommodation in the surrounding areas of Stoneybatter, Fairview, North Circular etc and most likely will continue to do so.</li> </ul>	This is to be encouraged.
<ul style="list-style-type: none"> <li>There was a perception amongst some students that misinformation regarding the new campus has been provided to students.</li> </ul>	The DIT Campus Planning Team has student representation and these representatives have proved very helpful in communicating goods quality feedback to the student body.
<ul style="list-style-type: none"> <li>There were some concerns expressed as to whether or not the site will be able to accommodate all parties. The suggestion was made that some areas or facilities may need to be ringfenced solely for students use. It is important that students are able to avail of the services on offer and that issues such public access to student bar facilities etc are duly considered.</li> </ul>	The masterplan demonstrates that while there are constraints the needs of the DIT are being achieved.
<ul style="list-style-type: none"> <li>There was a concern that students would lose out to the community and/or</li> </ul>	This should not be the case.

corporate organisations in relation to facilities due to revenue generating capacity of these two groups and the need for DIT to generate revenue.	
<ul style="list-style-type: none"> <li>The swimming pool is currently fully booked and there were concerns as to whether the swimming pool on the new campus will be able to cater for external groups.</li> </ul>	A single swimming pool is planned for the campus.
<ul style="list-style-type: none"> <li>There was also concern expressed that Grangegorman is the focus in relation to funding and that there is insufficient focus on the present.</li> </ul>	DIT is working closely with DIT Students' Union to ensure facilities and services for existing students are not neglected and where possible enhanced.
<ul style="list-style-type: none"> <li>There was a question as to how land is to be allocated between the various stakeholders.</li> </ul>	The masterplan for the Grangegorman site plans for 65 acres campus which meets the needs of DIT.
<ul style="list-style-type: none"> <li>There was a request for some information as to the proposed relationship between students and the HSE.</li> </ul>	This is an issue yet to be determined.
<ul style="list-style-type: none"> <li>The financial model employed in generating funding and revenue for DIT should not result in students being placed at a financial disadvantage.</li> </ul>	There is no intention to disadvantage any student of DIT by creating the new campus